



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PUBLIC SCHOOL 140 – THE EAGLE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08X140

**PRINCIPAL:** MR. PAUL CANNON    **EMAIL:** PCANNON@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MR. VARLETON McDONALD

**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
Paul Cannon	*Principal or Designee	
James Walsh	*UFT Chapter Leader or Designee	
Luz Matos	*PA/PTA President or Designated Co-President	
Terry Souma	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nilsa Cruz	Member/Chair	
Evan Leibowitz	Member/Co-Chair	
Nancy Castelli	Member/Secretary	
Linda Montalvo	Member/ Teacher	
Cecelia Ramos	Member/ Parent	
Alexandra Colon	Member/Parent	
Liola Dixon	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**

By the completion of the 2011-2012 academic school year, using the Domain Levels of Performance Rubric outlined in Charlotte Danielson's Framework for Teaching, 80% of the P.S. 140 teaching staff will meet or exceed a rating of proficient in the four domain areas of planning and preparation, classroom environment, instruction and professional responsibilities.

### **Comprehensive needs assessment**

Implementation of Charlotte Danielson's Framework for Teaching was generated to align our school goals with NYC's instructional goals geared toward enhancing the following: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction and (4) Professional Responsibilities.

### **Instructional strategies/activities**

- Teachers will self-assess and engage in weekly conversations surrounding the four components of Charlotte Danielson's Framework for Teaching.
- Teachers will view model video lessons which will include an articulation session with the administration. This video library will be utilized on a bi-weekly basis on all grade conferences. Teachers will be actively involved in group discussions regarding evidence of: setting instructional outcomes, coherent instruction, an established culture of learning, student engagement, use of assessments, quality of questions and discussion techniques evident in each of the video lessons.
- Teachers will individually submit personal professional development plans to the administration prior to the full implementation of each domain. Moreover, conversations around expectations and mastering the components of each domain will take place.
- Teachers will engage in frequent classroom inter-visitations at the school level as well as within our network (Maverick Educational Partnership). This effort in particular will be supported by our new collaboration with staff members at Adam Clayton Powell Jr. Elementary school (District five) which is an "A" school which has effectively implemented Charlotte Danielson's Framework for Teaching over the past three years.
- Teachers will participate in grade cohort study groups using a Framework for Teaching by Charlotte Danielson.

### **Strategies to increase parental involvement**

- The school will provide materials and training to help parents work with their children to extend the domains of Charlotte Danielson's Framework for Teaching (CDFT) into individual homes.
- Use SLT meetings as a forum to disseminate information regarding CDFT.
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### **Strategies for attracting Highly Qualified Teachers (HQT)**

- University collaboration to attract top-notch interns who will learn the four domains of CDFT and aid in its implementation.
- Professional development to enhance knowledge and successful implementation strategies of CDFT
- Reassess and continue efforts to sustain successful practices demonstrated over the past year by in-house hiring committee.
- Highlight Charlotte Danielson's Framework for Teaching via school's website and weekly newsletter
- Streamed Charlotte Danielson practitioner's demo lesson via the Charlotte Danielson website at all grade meetings and conducted articulation sessions with each grade cohort

**Service and program coordination**

**Budget and resources alignment**

- Title I Funding
- Contracted EdEquity to facilitate professional development as it relates to quality teaching as outlined in Charlotte Danielson’s Framework for Teaching (FY12 Title 1 SWP– OTPS Professional Development, Code 689)
- Purchased Charlotte Danielson’s Framework for Teaching books for each staff member; conducted CDFT professional discussions and focus groups (FY12 – Title 1 SWP OTPS General supplies, Object Code 130)
- Contracted Truth Unlimited Productions for professional development sessions around Charlotte Danielson’s domain #4, “Professional Responsibilities” (FY12 Title 1 SWP OTPS Consultant, Code 685)

**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**

By the completion of the 2011-2012 academic school year, 85% of the teaching staff will exhibit understanding and correct use of the eight Thinking Maps as measured by student work, lesson plans and classroom environment.

**Comprehensive needs assessment**

Thinking maps have been implemented in order to create a common language and instructional tool designed to influence student performance. Thinking Maps affords students with more opportunities for student-centered, autonomous learning and enhances students’ ability to think critically.

**Instructional strategies/activities**

Our two certified trained Thinking Maps coaches will provide teachers with a bi-weekly thinking maps focus with suggested lessons through memos and professional development sessions to support teachers in their implementation of the maps. Teachers on all grades will also conduct monthly formative assessments for the implementation of each map in order to identify which skills and maps need further reinforcement. All eight maps should be implemented by December but not mastered until the end of the 2011-2012 academic school year.

**Strategies to increase parental involvement**

- Provide assistance to parents via parent workshops to assist parents in understanding the implementation of Thinking Map. Conduct “Fun Informational Tests” and provide nominal prizes to highest scoring parents
- Having parents from the community as well as SLT members participate in Thinking Maps learning walks. Workshop attendees will conduct “Scavenger Hunts” during the walk to spot different components of the maps within the classroom. Scavenger Hunt results will fuel a wrap-up discussion and share out session.

- Establish Thinking Maps school inter-visitations with parents and have participants complete a map of choice to compare and contrast findings and share.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional development sessions will be provided to all staff members to ensure accurate understanding and implementation of the maps.
- At the conclusion of the 2011-2012 school year, we will have five certified Thinking Maps coaches on staff
- By the end of the 2011-2012 school year, all teaching staff will be thoroughly trained in the implementation of Thinking Maps
- Each year after, we will seek to continue to afford teachers opportunities for Thinking Map certification

**Service and program coordination**

**Budget and resources alignment**

**Title 1 Funding**

- Thinking Map binders were purchased for use at staff professional development and thereafter. (FY12 Title 1 SWP - OTPS, Object Code 130 – Instructional Supplies)
- In-house Thinking Map Professional Development Planning Sessions (FY12 Tax Levy Fair Student Funding- Per session, Object Code 091 – Planning Session)

### 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**

By the end of the 2011-2012 academic school year, using the components of the School Environment, P.S. 140 will receive an overall score of "B" as measured by the Learning Environment Survey—increasing the scores in the areas of Communication and Engagement from 7.7 and 7.5 respectively to 8.0 and increasing Attendance rate to 91.9%.

#### **Comprehensive needs assessment**

- To ensure *all* members of the school community are on one positive accord on how to successfully impact student achievement
- To make all members of the school community feel welcomed and comfortable within school dwelling

#### **Instructional strategies/activities**

- Engaging teachers in meaningful conversations around communication and engagement at weekly grade conferences, SLT meetings and faculty conferences, as well as during our UFT 37.5 Extended day planning sessions
- Creating a new P.S. 140 Eagle Weekly web page in an effort to reach a much broader audience of staff, parents and other school community figures
- Conducting two Learning Environment Needs Assessments with both staff and parents to address any and all needs and concerns prior to the final Learning Environment Survey
- A review of weekly and monthly student attendance reports
- Creation of four core committees designed to address identified need areas (i.e. curriculum committee, C-TAG-closing the achievement gap team, inquiry, and data team)

#### **Strategies to increase parental involvement**

- Afford parents opportunities to engage in a series of information sessions toward further understanding of the Learning Environment Survey
- Introduce "School Messenger," a new automated telephone system, intended to communicate mass information to our parents and school community regarding school-wide parent initiatives, attendance and school announcements.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Establish Learning Environment focus groups dedicated to uncovering best practices surrounding effective engagement and communication between all members of school community: parents, teachers and administration
- Conduct Learning Environment, intra-school visits at participating Maverick Education Partnership schools, as well as afford key staff members opportunities to attend City- Wide hiring halls.
- Reassess and continue efforts at sustaining successful practices demonstrated over the past year by our very own in-house hiring committee.
- Promote school and community highlights via school's website and weekly newsletter

#### **Service and program coordination**

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**Budget and resources alignment**

- School Messenger (FY12 Title 1 SWP – OTPS Software, Object Code 199 – Software)
- Parental Involvement Workshops, food, supplies (FY12 Title 1 SWP– OTPS Parental Involvement, Object Code 489 – Parental Involvement)

## 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**

By the end of the 2011-2012 academic school year, P.S. 140 will increase overall ELA scores to 43% and Math to 57% by implementing instructional strategies, targeting general education and special needs students in inquiry study groups, general education students in RTI groups, and weekly team meetings to analyze student data of assessments. The RTI teams will meet every six weeks to evaluate students/ progress to determine frequency of intervention.

### **Comprehensive needs assessment**

Overall, our 2010-2011 ELA levels '3' and '4' performance was 33.2%, ten percent below the city-wide average and our 2010-2011 Math levels '3' and '4' performance was 43%, fourteen percent below city-wide average. Specifically, many of our level "1" and "2" students are part of our special education and ELL population of students.

### **Instructional strategies/activities**

- This year, one of our focus groups for our Inquiry Study will be our special education population for grades 3-5.
- To use Thinking Maps in ELA as a tool for communicating ideas, thinking processes and a pre-cursor for writing
- Weekly meetings with the Inquiry Team, Curriculum Team, Data team and C-Tag (Closing the Achievement Gap) Team to discuss and assess school-wide data and best practices in the area of ELA
- An additional SETSS teacher by way of our recent collaboration with P.S. 186X/D-75 program for our struggling population of students
- Targeting our Level "2" population of students through RTI to ensure appropriate interventions are rendered in order to meet areas of need.
- Surveying and analysis of our "Bright Spots" population of students, students identified by their classroom teachers as top-performing, in an effort to uncover best practices of these students as well as their parental involvement.
- To incorporate UDL strategies into daily classroom practices and lesson planning.

### **Strategies to increase parental involvement**

- Sharing in parent workshops the findings of "Bright Spots" data analysis, Inquiry work, and Response to Intervention process
- Training parents in our "Thinking Maps" school-wide initiative as well as ongoing ARIS training sessions.
- Parent Coordinator, P.A. and Administration will afford parents greater opportunities to follow up with teachers after receiving monthly Progress Reports and parents will provide feedback

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Frequent informal and formal observations using Charlotte Danielson's Framework for Teaching with both informal and formal post-observation feedback from administration
- Ongoing data conversations and analysis during weekly grade conferences, UFT extended day sessions and cabinet meetings
- Data Specialist and Math Coach will continue to avail teachers with current online data to help inform classroom instruction
- Professional Development on Universal Design for Learning (UDL) to aid teachers in the differentiation of instruction as to meet the needs of diverse ELA learners.

### **Service and program coordination**

- BELL (Building Educated Leaders for Life) intervention in ELA during after-school

**Budget and resources alignment**

- Study Island online ELA component (FY12 Tax Levy NYSTL – OTPS Software, Object code 199 - Software)
- Fletcher’s place early childhood interactive phonics and early literacy program (FY12Tax Levy NYSTL & Title 1 SWP – OTPS Instructional Supplies, Object code 130)
- A-Z Reading program (FY12 Tax Levy Fair Student Funding– OTPS Instructional Supplies, Object code 130)
- CFN Support (FY12Tax Levy CF - CFN 407, Object code 053)

## 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**

By mid-school year, all students will be engaged in at least one literacy and one math task aligned to the Common Core Standards as measured by formal and informal observations, student work and learning walks.

### **Comprehensive needs assessment**

Our current curriculum maps need to be aligned to the Common Core Standards in order to meet citywide expectations and provide students with the academic rigor necessary to be college and career ready

### **Instructional strategies/activities**

- The creation of a curriculum map team composed of grade leaders K-5, coaches, technology specialist and two Thinking Map coaches. The team will be responsible for aligning our current maps to CCLS
- A year-long action roll-out plan for common core alignment and implementation of tasks for beginning of year, mid-year and Late spring/summer 2012

### **Strategies to increase parental involvement**

- Parent workshops on CCLS standards and performance-based tasks
- Parent workshop on Depth of Knowledge four levels (Critical Thinking) and activities.
- Encourage parents to participate in quarterly “Parent CCLS Learning Walks”, an initiative that will be spearheaded by PC, Administration, Math Coach, Inquiry T members and Curriculum Mapping team.
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### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Providing teachers with sample CCLS task bundles that highlight particular academically rigorous skills necessary to teach and assess in both ELA and Math
- On-going Maverick Educational Partnership support from network staff ( Demo lessons, interactive discussions, and mentoring)
- Inter-visitation opportunities within Network schools

### **Service and program coordination**

### **Budget and resources alignment**

- CCLS/Charlotte Danielson’s Framework for Teaching (FY12 Title 1 SWP– OTPS Instructional supplies, Object code 130)
- Per session, (FY12 Tax Levy Fair Student Funding Object code 091, Per Session)
- Parental Involvement (FY12 Title 1 SWP – OTPS Object Code 489 – Parental Involvement)

**ANNUAL GOAL #6 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 #6**

Targeted Intervention amongst 4<sup>th</sup> and 5<sup>th</sup> grade ELL and Students with Disabilities students during the 2011-2012 school year will garner a 25% decrease of level 1's and 25% increase in level 2's on the 2012 NYS ELA Exam.

**Comprehensive needs assessment**

The 2010-2011 NYSTP ELA Performance Report revealed a significant deficiency in the strand area of Information and Understanding for both ELL's and Students with Disabilities on grades 4 and 5.

<b>ELL Population</b>					
<b>Grade Level</b>	<b>Focus Area</b>	<b>2010-11 % of Level 1's</b>	<b>2011-12 % of Level 1's will decrease by 25%</b>	<b>2010-11 % of Level 2's</b>	<b>2011-12 % of Level 2's will increase of 25%</b>
4 <sup>th</sup> Grade	Information /understanding	75%	50%	25%	50%
5 <sup>th</sup> Grade	Information /Understanding	60%	35%	40%	65%

<b>Students with disabilities Population</b>					
<b>Grade Level</b>	<b>Focus Area</b>	<b>2010-11 % of Level 1's</b>	<b>2011-12 % of Level 1's will decrease by 25%</b>	<b>2010-11 % of Level 2's</b>	<b>2011-12 % of Level 2's will increase of 25%</b>
4 <sup>th</sup> Grade	Information /understanding	55%	30%	45%	70%
5 <sup>th</sup> Grade	Information /Understanding	59%	24%	35%	60%

**Instructional strategies/activities**

**Strategies to increase parental involvement**

- Parent workshops on CCLS standards and performance-based tasks
- Parent workshop on Depth of Knowledge four levels (Critical Thinking) and activities.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Monthly UDL Professional Development series for teachers of ELL students to help them understand how to incorporate UDL strategies into their lesson plans to ensure multiple means of representation and expression are provided.

**Service and program coordination**

- Service rendered during Early Morning Start (EMS) Program, After School and during the Saturday ELL Academy

**Budget and resources alignment**

- Title III ELL salary and supply lines.
- Per session (FY12 Title III LEP- Object code 091)
- General Supplies (FY12 Title III LEP- OTPS - Object code 198 General Supplies)
- Instructional Supplies (FY12 Title III LEP- OTPS - Object code 130 Instructional Supplies)

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	6	6	N/A	N/A	n/a	n/a	n/a	n/a
<b>1</b>	10	12	N/A	N/A				
<b>2</b>	10	12	N/A	N/A				
<b>3</b>	11	14	N/A	N/A				
<b>4</b>	12	15						
<b>5</b>	15	15						

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.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>

<b>ELA</b>	<ol style="list-style-type: none"> <li>1. A-Z</li> <li>2. Small group instruction, tutoring</li> <li>3. Extended day, pull-out, push-in, Early Morning Start (EMS) and Saturday Academy</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2. Small group instruction, tutoring</li> <li>3. Extended day, pull-out, push-in, Early Morning Start (EMS) and Saturday Academy</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2. Small group instruction, tutoring</li> <li>3. Extended day, pull-out, push-in, Early Morning Start (EMS) and Saturday Academy</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2. Small group instruction, tutoring</li> <li>3. Extended day, pull-out, push-in, Early Morning Start (EMS) and Saturday Academy</li> </ol>
<b>At-risk Services provided by the Guidance Counselor</b>	<ol style="list-style-type: none"> <li>1. Low-inference observations, counseling sessions</li> <li>2. Individual, family and whole class settings</li> <li>3. In office, classroom, home visits</li> </ol>
<b>At-risk Services provided by the School Psychologist</b>	<ol style="list-style-type: none"> <li>1. Administer initial and recertification assessments for students referred to or currently in special needs settings</li> <li>2. Individual, family</li> <li>3. In office</li> </ol>
<b>At-risk Services provided by the Social Worker</b>	N/A
<b>At-risk Health-related Services</b>	<ol style="list-style-type: none"> <li>1. "Open Airways" (Asthma prevention workshops )</li> <li>2. Asthma sufferers</li> <li>3. Nurse's office</li> </ol>

**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.

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**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 overall academic and social achievement
- providing parents with the information 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; provide passwords and information for ARIS parent link
- providing assistance to parents through workshops to aid in the understanding of City, State and Federal standards and assessments; ELA and Math NYS assessments, NYS fourth grade Science assessment
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; via emails, The Eagle Weekly (Weekly school newsletter), School Messenger, Parent Calendar and memos via backpack mailings
- 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions

- translate all critical school documents and provide interpretation during meetings and events as needed
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help

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

- holding an annual Title I Parent Curriculum Conference
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee
- supporting or hosting Family Day events
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents; Room 210, Parent Coordinator's room
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents; i.e. Sunday Basketball with Dads
- 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; Learning Leaders
- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress; Eagle Weekly and Monthly Parent Calendar
- 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 1<sup>st</sup> 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 with 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 homework and submit all assignments on time
- follow school rules and be responsible for actions
- show respect for self, other people and property
- try to resolve disagreements or conflicts peacefully
- always put forth best effort toward learning

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** District 8-BRONX **School Name:** P.S. 140\_\_\_\_\_

*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:** X-- Improvement Year 1     Improvement Year 2     Corrective Action Year 1     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

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### **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.

This year's Accountability Report indicated that our SWD failed to meet AYP and safe harbor targets in the areas of Literacy and Mathematics. Overall, only 32% of our testing population (3-5) scored at level 3 or above. Additionally, Black and Economically Disadvantaged students are also target subgroups as indicated in the accountability report. As such, a concerted school wide effort will focus on strategies, programs and resources to support student achievement in literacy and mathematics.

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.

Our Inquiry team has identified all students in the aforementioned subgroups in grades 3, 4, and 5. These students have not made annual yearly progress and struggle in both reading and math. Currently, they have been assessed with Acuity, running records, and other teacher assessments. Individual Personal Learning Plans (PLP) have been prepared for all students. The Inquiry team was divided into three teams to provide in class --support to all identified subgroups in grades 3, 4, & 5. Students will be grouped according to their instructional needs as indicated in current assessment data. It's anticipated that these flexible groups will change periodically in order to meet the instructional needs of our targeted groups. Students will receive intervention services 3x's per week for one period per session. Please note that the teachers have selected several instructional resources to meet the needs of these diverse learners. The beginning readers will be using Foundations, Wilson or Fletcher's Place wherein the transitional readers will use guided reading books (High Interest – Low Level). We will also use listening libraries for vocabulary development and fluency practice. The ladder programs will provide multi leveled texts for test preparation. Our current "A-Z Learning" site license will also provide key assessments and home practice activities for parents.

To address our SWD, Black, and E.D populations in the area of mathematics, the following initiatives and resources will be utilized:

- Early Morning Start – This is a "Zero Period", small group tutoring program in the areas of ELA & Math for newly targeted groups.
- Saturday Academy - This project based program incorporates art, literacy, math and technology to support our targeted groups.
- BELL – This selected SES Program will begin in February 2012 to provide additional support in the areas of ELA and 3x per week. (after school)
- KIPPS BAY Boys and Girls Club – This extended day program provides small group remedial instruction.
- Buckle Down Math – This math program is closely aligned to the NYS math standards and CCLS.
- Study Island – This is a computer assisted instructional program (C.A.I.P.) designed to track student progress and provide customized instruction activities.

The team, along with our Parent Coordinator, will schedule monthly information sessions for parents. Parents will receive updates on student progress and frequent home activities to work on with their children.

Additionally, we will seek to hire a Reading Recovery F status teacher to provide in class support to our upper grade CTT and self contained classes. She will model RR strategies for teachers as well as provide small group tutoring sessions to eleven identified (SWD) students.

Our Assistant Principal and Literacy Coach will provide teachers with training sessions on Wilson, Foundations, and Fletcher's Place. The Inquiry team will meet once a week for professional development, collaborative planning or to analyze data. Our action plan is designed in a cyclical pattern: assess, provide targeted instruction, application/practice, and re-assess. We have selected an array of instructional materials to better meet the diverse needs of our targeted population. Our goal is to identify the wide range of literacy skills: phonemic awareness, decoding, vocabulary development, fluency and comprehension of each student and then create lessons to support the individual needs of each student. The students will be assessed every three weeks to monitor growth and the effectiveness of the intervention(s).

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## **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.

Title I funds for professional development in the amount of 10% will be used in the following manner:

\*\* We will provide professional development utilizing our Data Specialist, Literacy Coaches and two certified Thinking Maps Trainers( per session) to help teachers better negotiate and differentiate ELA instruction, model Charlotte Danielson's Teaching Frameworks( Particularly Domains1-4), develop curriculums maps( ELA units of study) support the rolling out of new CCLS, and performance tasks.

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

Our current CFN (407) will continue to support all of our teachers in the area of "Thinking Maps, Curriculum Development, Charlotte Danielson's Teaching Frameworks and the new Common Core Learning Standards. Additionally, our Administration coaches, staff developers, two Certified Thinking Maps Trainers will provide hands on training and modeling on a regular basis for our teachers. Teachers will continue to be afforded frequent opportunities to engage in professional conversations, internal & external (Network schools) classroom inter-vistations as well as interdisciplinary planning & S.M.A.R.T. goal sessions.

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.

The following measures will be taken to notify parents in a uniform, "parent-friendly" manner about our school's new SINI identification:

\*\* The Administration will take the lead on thoroughly explaining the school's SINI status to all parents at our two upcoming Parent Association meetings, December 15, 2011 and January 15, 2012. We will be supported by our Parent Coordinator who is conversant in English and Spanish, our ESL Specialist and Parent Association President. Moreover, our Head Fireman will lend support in translating SINI information for our increasing number of parents of African descent who speak French, Creole, Sarakoule and Bambara.

\*\* Parent Letters will be back packed with students in grades pre k to 5 on Monday, December 15, 2011

\*\* Parents were notified of our SINI status via our Weekly newsletter (Eagle Weekly—December 5<sup>th</sup>). This method of mass communication will take place throughout the month of December 2011 and January 2012

\*\* Parents will also be notified of our SINI status via our School Messenger system, an innovative telephone system used primarily to reach out to parents & school community on a daily basis

\*\* Our school's SINI status and updates will continue to dominant not only December's SLT agenda, but January and February 2012 as well.

**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 <b>Mr. Chris Groll</b> <b>Mr. V. McDonald</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>140</b>
School Name <b>The Eagle School</b>			

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

Principal <b>Mr. Paul Cannon</b>	Assistant Principal <b>Ms. Colleen Burke</b>
Coach <b>Mrs. Castelli, ELA</b>	Coach <b>Ms. Benjamin, Math</b>
ESL Teacher <b>Ms. Evelyn Gallardo</b>	Guidance Counselor <b>Ms. O. Hulinsky</b>
Teacher/Subject Area <b>Ms. Carmen Reed, Bil. Teacher</b>	Parent <b>Ms. Luz Matos</b>
Teacher/Subject Area <b>Ms. E. Velazquez, Bil. Teacher</b>	Parent Coordinator <b>Ms. Nicole Lopez</b>
Related Service Provider <b>Ms. Debra Staff, Speech</b>	Other <b>Mr. T. Ortiz, Psychologist</b>
Network Leader <b>Mr. V. McDonald</b>	Other <b>Ms. Nilsa Cruz</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>19</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>623</b>	Total Number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>5.94%</b>
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## Part II: ELL Identification Process

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

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

1.a/b. Parents who admit their children for the first time are given a Home Language Survey (HLIS) which indicates the home language of the child. The certified ESL teacher/LAB Coordinator (Ms. E. Gallardo) then reviews this survey. If the survey indicates that the child is LAB-R eligible, the ESL teacher conducts an informal oral interview with the child. ESL teacher is fluent in Spanish. If an interpreter is needed, one of our certified Bilingual teachers assists. The New York City Department of Education Office of Translation and Interpretation Unit may also be contacted. The parent and the classroom teacher may also be interviewed. The student is then administered the LAB-R by the certified ESL teacher. The finished LAB-R is hand scored by the ESL teacher. The hand scored answer is then kept on file until it is submitted to ISC. If a child passes the LAB-R, he/she is not considered an English as a Language Learner (ELL). If the child does not pass the LAB-R and is a Spanish speaker, he/she is administered the Spanish LAB according to their current grade level. The Spanish LAB is hand scored. This assessment is used as the initial literacy level for further academic planning. Both assessment results are shared with classroom teacher. The parents are sent a letter to attend a parent orientation meeting. The letters sent are in their native language. The parent orientation meetings are held in the morning and in the afternoon. The ESL teacher conducts the meeting with assistance from the parent coordinator and the assistant principal. The Principal is also in attendance.

c. During the orientation workshop, parents of ELLs are made aware that in order for students to exit the program, they must pass the New York State English As a Second Language Assessment Test (NYSESLAT). The NYSESLAT is a tool used to measure the English Language Arts proficiency of English Language Learners (ELLs) across the state. Each spring the NYSESLAT is used to determine progress in their English language ability. It identifies their English proficiency as either Beginner, Intermediate, Advanced or Proficient. Those who achieve a proficient level are no longer required to receive ESL or Bilingual services. The continued entitlement letters (offered in parents' language) are distributed yearly via classroom teachers. Copies are maintained by ESL Coordinator.

2. To ensure that the parents understand all three programs, (Transitional Bilingual, Dual Language, Freestanding ESL) the parent orientation video is shown in the language of their choice. Most of the Spanish speakers choose the video to be in their native language and others choose English. Each segment of the video is paused frequently to have an open discussion about the program being shown. After the video, the Parent Selection and Survey forms are distributed. Each item is carefully and clearly explained. The ESL teacher and the Parent Coordinator circulate the room and monitor every parent filling out the survey to make sure that each item is clearly understood. After the selection and survey form is done and signed by the parent, the parent is then informed of their child's placement in the program. Parents who want to bring home the questionnaire to discuss with their spouses are given two days to return their surveys. If a program that parents want is not available in our school, we explain their options and inform them when the program does become available. The continued entitlement letters (offered in parents' language) are distributed yearly (as per NYSESLAT results) via classroom teachers again informing parents of ESL contact. The ESL Coordinator maintains copies of continued entitlement letters in ESL classroom. Parents will be kept abreast of other ELL Parent Workshops available in the community and School Network.

3. To ensure that entitlement letters, Parent Survey and Selection forms are returned the ESL teacher makes phone calls throughout

each day and coordinates with the classroom teacher. Additionally, ESL instructor send out follow up letters. Notwithstanding, the student is placed in a class based on the level of the result of his LAB-R.

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

5/6. The English as a Second Language program model offered in our school is aligned with our parents choices as indicated in the Parent Selection and Survey forms. The ESL Coordinator and Assistant Principal meet regularly to monitor trends in parent choices. The data is evaluated and used to plan for further programming. The parents are also informed that the school keeps track of the number of students whose parents requested a Bilingual program. If the school gets enough number of students to open a Bilingual class, the school will contact the parents to inform them. The ESL Coordinator collects parents survey and program selection and these are kept in a file cabinet in ESL Classroom.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9* 10* 11* 12*
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	4	7	4	6	8	8								37
<b>Push-In</b>	0	0	0	0	0	0								0
<b>Total</b>	4	7	4	6	8	8	0	0	0	0	0	0	0	37

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs	32	Special Education	4

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	31	0	0	4	0	2	0	0	0	35
Total	31	0	0	4	0	2	0	0	0	35

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	4	6	7	8								34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other		2			1									3
<b>TOTAL</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>37</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. P.S. 140X is currently using the Free-Standing English as a Second Language push-in and pull-out program. The language of instruction is mainly in English with at least 25% in the students' native language, especially with the newcomers. Language Arts is taught using ESL and ELA methodologies.

b. Students are grouped by grades in accordance to the New York State CR Part 154. The organizational model utilized in our ESL Model is a combination of Co-teaching and Pull out.

2. Their proficiency levels is determined by the Language Assessment Battery-Revised (LAB-R) or NYSESLAT scores. Beginners and Intermediate level students receive 360 minutes of ESL a week and Advanced level students receive 180 minutes of ESL a week. Content areas are taught in English using ESL strategies and reinforced in ESL classroom. ESL teacher reinforce and support content area context via scaffolding and thematic units of studies.

a. The ESL Coordinator, along with Assistant Principal, meet to ensure that the mandated number of instructional minutes are provided according to proficiency levels. All students programs and ESL programs are evaluated by Administration for compliance. In order to ensure that students receive mandated minutes of instruction, ESL teacher maintains records of her schedule and the students that she serviced and submits it weekly to administrator.

## A. Programming and Scheduling Information

2b. ESL teacher meets with classroom teachers during grade meetings in order to align ESL instructions to ELA instruction offered in classroom. ESL teacher also follows Literacy pacing flow followed by classroom teachers. During ESL teaching time, ESL adapts ELA/ESL instructional time as per students' needs determined by teacher observation or results of monthly assessments.

3. Our target intervention program for ELLs in all content areas consists of a "pull-out and push-in" model of instruction. They are offered in English with at least 25% of their native language and include Academic Intervention Services. Equally as important, our EMS Program which include our ELL population before school three times a week generally has the ESL/Bilingual teacher take the instructional lead and consists of a 1 to 10 ratio. Specific attention is rendered on a rotation basis to ELLs by the ESL instructor. Additionally all upper grade ELLs receive an additional read-aloud using poems, songs, rhymes, and jazz chants at 2:30 each afternoon with the ESL teacher. At 2:55 other bilingual teachers join the ESL teacher to provide ELLs with small group targeted instructions. In content areas, ESL and Bilingual teachers infuse strategies like Anticipation Guides, K.W.L., Buddy/Partner Reading, Choral Reading, Cross Age Tutoring, Directed Reading Thinking Activity, Graphic Organizers, Thinking Maps, Jigsaw Reading, Language Experience Stories, Read and Retell, Shared Reading, Guided Reading, Read Alouds, Independent Reading, and Story Impressions to enhance their reading skills. Thematic unit of studies and use of sheltered English reading and writing activities are used in ESL classroom for support and development in content area vocabulary.

4. Currently in our ESL Program, we only evaluate students in English. However, the native language is used to support understanding and mastery of content areas. ELL students receive academic support in content areas from bilingual teachers (fluent in Spanish), multi-levelled school library, technology, bilingual and spanish books.

5. a. To ensure that each individual's needs in writing skills are met, P.S. 140 has developed its own writing program that is suited to meet each individual student's needs. Other programs like Lucy Caulkins, Ralph Fletcher, and New York Edits are also used as supplements, whereas, Write Source has become our primary resource as it is directly aligned to our writing program. ELL students are challenged to meet grade criterias with assistance and guidance provided by ESL/Classroom teachers. To encourage and expand their speaking skills, we use role-plays, AccountableTalk, Think-Pair-Share, Poetry, Songs, Chants, and games that promote language such as Hot Seat, Rumor, and Twenty Questions. To further improve their listening skills, we use Jigsaw Listening, Shadow Reading, Picture Dictation, Oral-Aural Cloze and New Heights audio assisted reading series (ESL and classroom listening center). They are offered in English with at least 25% in their native language and include Academic Intervention Services. Equally as important, our EMS program which include our ELL population before school three times a week generally has the official class teacher (Bilingual teachers) take the instructional lead and consists of a 1 to 10 ratio. Specific attention is rendered on a rotational basis to ELLs by the ESL instructor. Additionally, all upper grade ELLs receive an additional read-aloud using poems, songs, rhymes, and jazz chants at 2:20 each afternoon with the ESL teacher. At 2:55 other bilingual teachers join the ESL teacher to provide ELLs with small group targeted instructions. Newly arrived ELLs receive basic phonemic and reading support through intervisits in kindergarten classes during Fletcher's Place learning time.

b. In addition to the strategies mentioned above, our newcomers (students in the program for less than three years) and ELLs who are identified as having special needs, continue to receive support services like AIS and SES. Instruction is differentiated for newcomers within the program model. Students are grouped according to academic needs and work collaborately in cooperative groups. ESL and classroom teachers work in conjunction so scaffolding of classroom activities may reinforce classroom learning. Newcomers are also encouraged to participate in our Early Morning Start Programs, an AM 3 day a week program that's specifically for ELLs to reinforce and hasten their language acquisition. Although our ELLs are grouped according to grades, they come with various learning styles, interests, and levels of readiness. Therefore, instruction will be differentiated in order to maintain the same standards for all students. It is the "how" of teaching that differentiates the strategies used like using flexibility in small group activities accordingly, using various cooperative learning strategies and assigning tasks that would fit the group or the students' abilities and levels.

c. There are several instructional strategies implemented to provide access to academic content areas as well as English language development for ELLs, for example: Thinking Maps, guided lessons, cooperative learning groups, on-line computer programs (Study Island, Starfall) and afternoon small group tutoring services. As for grade leveled materials, all programs provide three different levels to accommodate varying abilities of students. Teachers are now in the embryo stages of learning more about UDL to better differentiate classroom instruction as well as afford students to greater opportunities to be more self reflective

6. Teachers of ELL-SWD students use Thinking Maps, guided reading groups, on-line computer programs (Study Island, Starfall) in order

## A. Programming and Scheduling Information

to provide access to academic content areas and accelerate English Language Development. To ensure that ELL-SWD receive the services as per their IEPs, ESL teacher, classroom teachers and SES support staff meet frequently. We use SESIS to monitor IEP compliance and

### 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%	to ensure scheduling is flexible so that students receive all services needed for academic achievement. Flexible program is used to maximize the time our ELL-SWD spend with their non-disabled peers. ESL group are heterogenous by grade levels. Fifty percent of ELL-SWDs are currently enrolled in a CTT setting.			
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 native language supports.

## Courses Taught in Languages Other than English

### 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. Our targeted intervention programs for ELLs in all content areas consists of a "pull-out and push in" model of instruction. They're offered in English with at least 25% in their native language and include Academic Intervention Services. Our current Early Morning Start Program (EMS), which includes our ELL population convenes an hour before school three times a week. Generally, the ESL/Bilingual teachers take the Instructional lead with groups consisting of a 1 to 10 ratio. Specific attention is rendered on a rotational basis by the ESL instructor and other bilingual staff (teacherrs). Additionally, all upper grade ELLs receives extra read-aloud activities and reading comprehension support during extended afternoon learning session (3x a week, 37.5 minutes). During this time, bilingual teachers join the group to provide ELLs with small group targeted and differentiated instructions. ESL teacher follows monthly EDM schedules and scaffolds on classroom math learning with the use of manipulatives, vocabulary enhancing activities and cooperative (grade homogenous groups) learning activities. Visuals (maps, charts), center activities and technology are used for additional support and scaffolding in all content areas of studies.

9. Continued transitional support is given to ELLs reaching proficiency on the NYSESLAT for two years. They are encouraged to attend the Early Morning Start or the After-School Programs and other extra-curricular programs offered in the school. Here are examples: Saturday Academy, Holiday Academy (winter and spring break), Chess and Robotics Club, and the Learning Gardens. Students are also

## 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.
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10. For the upcoming year, all our ELLs will be using "Study Island" on-line program. It is a standards-based program with specialized strategies to help ELLs, struggling readers and writers strengthen their respective academic vocabulary development, fluency, and comprehension skills through accessible reading selections.

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

12.a. ELLs are included in all school programs. Early Morning Start, Afternoon programs and Saturday morning programs for ELLs are used to scaffold, and support all core subjects. Supplemental program flyers are delivered in English and Spanish. ELLs participate in Kips Bay Afterschool program where they are assisted with homework and participate of many interactive activities with their non-ELL peers.

b. This, coupled with opportunities to engage in academic enrichment programs (Lego Robotics, Sign Language, and Oral History) is intended to enhance student achievement through additional instructional time for listening, speaking, reading and writing activities.

b. Early morning and afterschool programs are made available through Title III (LEP) funding as per Part 154. The aforementioned activities will provide further opportunities for activities that will enhance and reinforce language acquisition. Parent consent forms are made available in English and Spanish.

13. The following is a list of the Instructional materials and teaching strategies used to help support our ELLs: Rigby books, charts, assorted leveled audio books and tapes, Saludos books (Spanish books), English in my Pocket books, Pacific Learning books for levels K,1 and 2, Getting Ready for the NYSESLAT and Beyond for all levels; English dictionaries, bilingual dictionaries in English and Spanish, picture dictionaries, Cuentos Para Celebrar, Diccionario Escolar de la Lengua Espanola, thesaurus, Everyday Math for K-5, Good Habits/Great Readers for k-5, TCI History Alive for Social Studies, Harcourt for Science, Foss Kits Science Program, Write Source, Lucy

## B. Programming and Scheduling Information--Continued

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b. Early morning and afterschool programs are made available through Title III (LEP) funding as per Part 154. The aforementioned activities will provide further opportunities for activities that will enhance and reinforce language acquisition. Parent consent forms are made available in English and Spanish.

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

**Beginning**

**Intermediate**

**Advanced**

**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

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

**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.

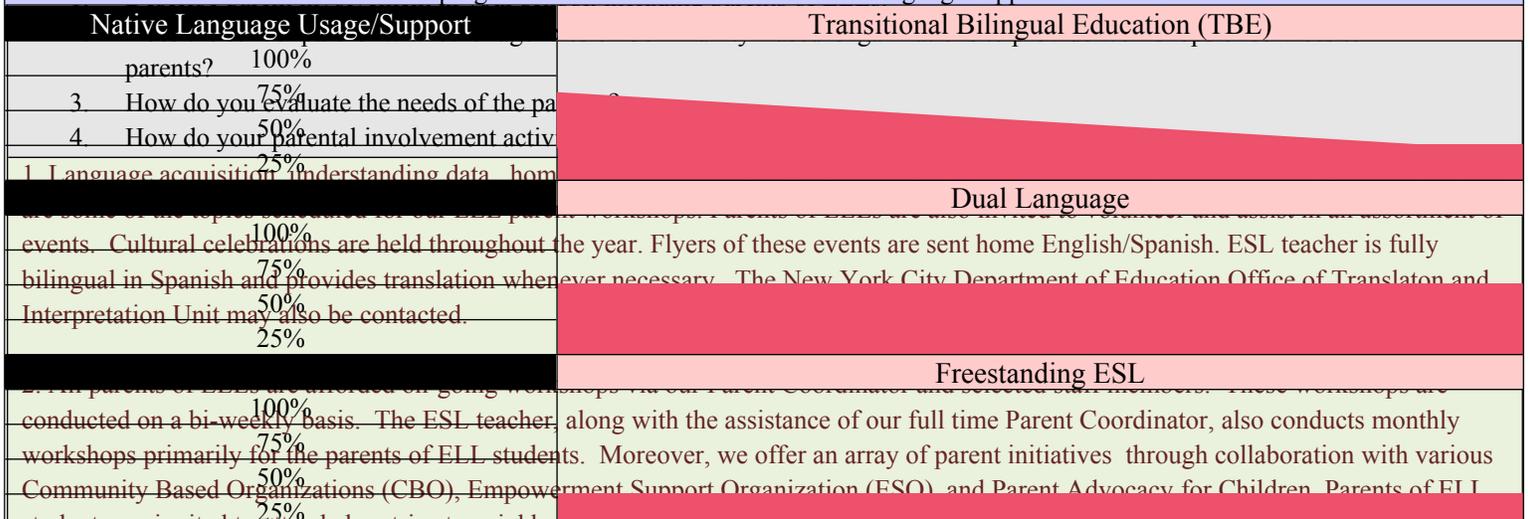
1. Principal, Assistant Principals, bilingual/ESL coordinators, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teacher, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator are made privy to ELL training during our mandated Professional Development Date (Election Day), monthly faculty conferences, weekly grade meetings, "LUNCH-N-Learn" workshops throughout the year. In addition, ELL point person regularly engages in school wide and network wide intervisitations in an effort to absorb and replicate best practices.

2. To support staff as they assist ELLs in their transition from elementary to middle school, ESL teacher will provide an orientation on ESL strategies. Classroom teachers are invited to visit ESL Classroom. "Lunch-N-Learn" on ESL strategies are offered throughout the year. "Moving to Middle School and Moving Up workshops" are held for students, parents and staff. Senior classes are brought to the middle school for a walking tours, as well as an introduction to the principal and teachers at the middle school. The middle school also offers an open house for future students and parents. This year our 5th graders will again collaborate with Mr. D. Guest (CEO of Griots Film Production Company) and PENCIL Partnership. School wide celebrations are scheduled throughout the school year. Projects like these are sure to be a morale booster and learning experience for our youngsters.

3. a. ESL coordinator will provide the following training for staff: Lunch-N-Learn, 37.5 minutes workshops on Language Development Activities and ESL strategies in order to meet the requirement of 7.5 hours of ELL Training. Agenda and attendance sheets are kept by ESL Coordinator and copies made available to Administration. Moreover, ample time will be devoted to reflection sheets and "next steps".

**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.



## 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. Language acquisition, understanding data, homework support resources and literacy skills development in Native Language and English are some of the topics scheduled for our ELL parent workshops. Parents of ELLs are also invited to volunteer and assist in an assortment of events. Cultural celebrations are held throughout the year. Flyers of these events are sent home English/Spanish. ESL teacher is fully bilingual in Spanish and provides translation whenever necessary. The New York City Department of Education Office of Translation and Interpretation Unit may also be contacted.

2. All parents of ELLs are afforded on-going workshops via our Parent Coordinator and selected staff members. These workshops are conducted on a bi-weekly basis. The ESL teacher, along with the assistance of our full time Parent Coordinator, also conducts monthly workshops primarily for the parents of ELL students. Moreover, we offer an array of parent initiatives through collaboration with various Community Based Organizations (CBO), Empowerment Support Organization (ESO), and Parent Advocacy for Children. Parents of ELL students are invited to attend class trips to neighborhood Public Library.

3. In an effort to better gauge the effectiveness of each workshop and/or parent initiatives, participants are given reflection sheets and ample opportunities to discuss next steps. Moreover, we take this opportunity to also educate parents on our yearly Learning Environment Survey (School Progress Report).

4. Our Parent Coordinator and Administration generally conduct a needs survey with parent at the beginning, mid-year, and spring sessions of each year. ESL teacher, Parent Coordinator and Bilingual teachers are available for Spanish translation. The New York City Department of Education Office of Translation may also be contacted for translation assistance. Pursuant to our initial needs survey rendered, our Parent Coordinator and other vested staff members collaborate with parent and prioritize parent needs. There is also a parent suggestion box in the school's main lobby for any parent to put in any suggestions, comments, or concerns. Our yearly Parent Survey results are evaluated and discussed in school community teams. ESL teacher and Parent Coordinator are available for translation and discussions during Parent-Teacher Conference Day.

## B. Programming and Scheduling Information--Continued

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8. Our targeted intervention programs for ELLs in all content areas consists of a "pull-out and push in" model of instruction. They're offered in English with at least 25% in their native language and include Academic Intervention Services. Our current Early Morning Start Program (EMS), which includes our ELL population convenes an hour before school three times a week. Generally, the ESL/Bilingual teachers take the Instructional lead with groups consisting of a 1 to 10 ratio. Specific attention is rendered on a rotational basis by the ESL instructor and other bilingual staff (teachers). Additionally, all upper grade ELLs receives extra read-aloud activities and reading comprehension support during extended afternoon learning session (3x a week, 37.5 minutes). During this time, bilingual teachers join the group to provide ELLs with small group targeted and differentiated instructions. ESL teacher follows monthly EDM schedules and scaffolds on classroom math learning with the use of manipulatives, vocabulary enhancing activities and cooperative (grade homogenous groups) learning activities. Visuals (maps, charts), center activities and technology are used for additional support and scaffolding in all content areas of studies.

9. Continued transitional support is given to ELLs reaching proficiency on the NYSESLAT for two years. They are encouraged to attend the Early Morning Start or the After-School Programs and other extra-curricular programs offered in the school. Here are examples: Saturday Academy, Holiday Academy (winter and spring break), Chess and Robotics Club, and the Learning Gardens. Students are also afforded their appropriate test modifications as accomodated during the ELA & Math Stateexams. Notwithstanding, classroom teachers and ESL teacher frequently collaborate on student achievements.

10. For the upcoming year, all our ELLs will be using "Study Island" on-line program. It is a standards-based program with specialized strategies to help ELLs, struggling readers and writers strengthen their respective academic vocabulary development, fluency, and comprehension skills through accessible reading selections.

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

12.a. ELLs are included in all school programs. Early Morning Start, Afternoon programs and Saturday morning programs for ELLs are used to scaffold, and support all core subjects. Supplemental program flyers are delivered in English and Spanish. ELLs participate in Kips Bay Afterschool program where they are assisted with homework and participate of many interactive activities with their non-ELL peers.

b. This, coupled with opportunities to engage in academic enrichment programs (Lego Robotics, Sign Language, and Oral History) is intended to enhance student achievement through additional instructional time for listening, speaking, reading and writing activities.

b. Early morning and afterschool programs are made available through Title III (LEP) funding as per Part 154. The aforementioned activities will provide further opportunities for activities that will enhance and reinforce language acquisition. Parent consent forms are made available in English and Spanish.

13. The following is a list of the Instructional materials and teaching strategies used to help support our ELLs: Rigby books, charts, assorted leveled audio books and tapes, Saludos books (Spanish books), English in my Pocket books, Pacific Learning books for levels K,1 and 2, Getting Ready for the NYSESLAT and Beyond for all levels; English dictionaries, bilingual dictionaries in English and Spanish, picture dictionaries, Cuentos Para Celebrar, Diccionario Escolar de la Lengua Espanola, thesaurus, Everyday Math for K-5, Good Habits/Great Readers for k-5, TCI History Alive for Social Studies, Harcourt for Science, Foss Kits Science Program, Write Source, Lucy Caulkins (writing) and Thinking Maps. The following manipulatives are used in the classroom : Reading comprehension cubes, language

## 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.

## 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. Principal, Assistant Principals, bilingual/ESL coordinators, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teacher, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator are made privy to ELL training during our mandated Professional Development Date (Election Day), monthly faculty conferences, weekly grade meetings, "LUNCH-N-Learn" workshops throughout the year. In addition, ELL point person regularly engages in school wide and network wide intervisitations in an effort to absorb and replicate best practices.
2. To support staff as they assist ELLs in their transition from elementary to middle school, ESL teacher will provide an orientation on ESL strategies. Classroom teachers are invited to visit ESL Classroom. "Lunch-N-Learn" on ESL strategies are offered throughout the year. "Moving to Middle School and Moving Up workshops" are held for students, parents and staff. Senior classes are brought to the middle school for a walking tours, as well as an introduction to the principal and teachers at the middle school. The middle school also offers an open house for future students and parents. This year our 5th graders will again collaborate with Mr. D. Guest (CEO of Griots Film Production Company) and PENCIL Partnership. School wide celebrations are scheduled throughout the school year. Projects like these are sure to be a morale booster and learning experience for our youngsters.
3. a. ESL coordinator will provide the following training for staff: Lunch-N-Learn, 37.5 minutes workshops on Language Development Activities and ESL strategies in order to meet the requirement of 7.5 hours of ELL Training. Agenda and attendance sheets are kept by ESL Coordinator and copies made available to Administration. Moreover, ample time will be devoted to reflection sheets and "next steps".

## 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. Language acquisition understanding data homework support resources and literacy skills development in Native Language and English

## 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. Language acquisition, understanding data, homework support resources and literacy skills development in Native Language and English are some of the topics scheduled for our ELL parent workshops. Parents of ELLs are also invited to volunteer and assist in an assortment of events. Cultural celebrations are held throughout the year. Flyers of these events are sent home English/Spanish. ESL teacher is fully bilingual in Spanish and provides translation whenever necessary. The New York City Department of Education Office of Translation and Interpretation Unit may also be contacted.

2. All parents of ELLs are afforded on-going workshops via our Parent Coordinator and selected staff members. These workshops are conducted on a bi-weekly basis. The ESL teacher, along with the assistance of our full time Parent Coordinator, also conducts monthly workshops primarily for the parents of ELL students. Moreover, we offer an array of parent initiatives through collaboration with various Community Based Organizations (CBO), Empowerment Support Organization (ESO), and Parent Advocacy for Children. Parents of ELL students are invited to attend class trips to neighborhood Public Library.

3. In an effort to better gauge the effectiveness of each workshop and/or parent initiatives, participants are given reflection sheets and ample opportunities to discuss next steps. Moreover, we take this opportunity to also educate parents on our yearly Learning Environment Survey ( School Progress Report).

4. Our Parent Coordinator and Administration generally conduct a needs survey with parent at the beginning, mid-year, and spring sessions of each year. ESL teacher, Parent Coordinator and Bilingual teachers are available for Spanish translation. The New York City Department of Education Office of Translation may also be contacted for translation assistance. Pursuant to our initial needs survey rendered, our Parent Coordinator and other vested staff members collaborate with parent and prioritize parent needs. There is also a parent suggestion box in the school's main lobby for any parent to put in any suggestions, comments, or concerns. Our yearly Parent Survey results are evaluated and discussed in school community teams. ESL teacher and Parent Coordinator are available for translation and discussions during Parent-Teacher Conference Day.

## 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)	4	5	2	4	4	4								23
Intermediate(I)	0	2	0	1	1	0								4
Advanced (A)	0	0	2	1	3	4								10
Total	4	7	4	6	8	8	0	0	0	0	0	0	0	37

### NYSESLAT Modality Analysis

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	2	4	0	1	0	0	0	12
4	2	0	3	0	0	0	0	0	5
5	1	0							1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. To assess the early literacy skills of our ELLs our schools uses: ECLAS- an early childhood system that is used to track student progress and evaluate student weakness as they pertain to literacy; Rigby Benchmarks - an assessment tool to measure comprehension and fluency in reading; Fountas & Pinnel - measures correlation of reading levels; EPAL - a writing assessment for grades 2 and 3, El Sol - an assessment tool used to assess NLA reading in K-2 and DRA - for grades 4-5. The data derived from these assessments provides with a clear picture

## 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.

## Part VI: LAP Assurances

**School Name:** 140

**School DBN:** 08x140

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Paul Cannon	Principal		
Ms. Colleen Burke	Assistant Principal		
Ms. Nicole Lopez	Parent Coordinator		
Ms. Evelyn Gallardo	ESL Teacher		
Ms. Luz Matos	Parent		
Ms. Carmen Reed	Teacher/Subject Area		
Ms. E. Velazquez	Teacher/Subject Area		
Ms. Benjamin	Coach		
Ms. Castelli	Coach		
Ms. Hulinsky	Guidance Counselor		
Mr. V. McDonald	Network Leader		
Dr. T. Ortiz	Other <u>Phycologist</u>		
Ms. Nilsa Cruz	Other <u>Teacher</u>		
Ms. D. Staff	Other <u>Speech Provider</u>		
Ms. I. Disla	Other <u>Social Worker</u>		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: \_\_\_\_\_ School Name: **PS 140**

Cluster: **04** Network:

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

**Part A: Needs Assessment Findings**

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

P.S. 140 has developed a translation and interpretation team in order to communicate with non-English speaking parents in a language they are able to understand. This team works to cater to 20% of Spanish speaking parent and 5% of parents who speak various African dialects. This team gets the information and translates either by in-house language proficient team members or via an Internet translation site. The information is then reviewed by the team for correct translation and then disseminated to parents.

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

Data from the HLIS and our Learning Environment Surveys (an independent survey conducted by Columbia Professor, Dr. Perkins), and feedback from the Parent Coordinator and ESL Coordinator reveals that the school has done much to meet the needs on non-English speaking parents. Parents feel that they are well-informed about student progress and school initiatives. Survey results were reported via an informational chart displayed in high traffic areas within the school, namely the lobby area for all to view upon entry into the building. Results are communicated to staff via grade conferences, school faculty conferences and most recently via day-long professional development session entitled "School Climate".

## Part B: Strategies and Activities

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

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

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

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

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

P.S. 140 will continue to fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements with the use of the translation team, parent coordinator, ESL coordinator, and bilingual professionals who are on staff. These individuals will ensure that information pertaining to parent engagement in student education is communicated in a timely fashion. The school will continue to provide on-site oral translation services, written translation and workshop/seminar training in languages in which our parents communicate. All staff is aware of the services provided by Translation and Interpretation Unit.



## 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:

Rationale:

P.S. 140 has developed very successful programs to serve ELL students. The English skill building component include instructional aspects that our data has shown are most needed by ESL students. We looked at the results of the component breakdown of the NYSESLAT exam, the breakdown of the ELL Periodic Assessment given in November, as well as the grades received in report cards for subject area classes. We also conducted informal meetings with subject area teachers in order to gain further input as to the needs of the students while supporting specific subject area needs. After evaluating all test data and professional input by teachers, we determined that our students would greatly benefit from continued and sustained support in reading, vocabulary acquisition, writing and conversational skills, that would grant them the ability and opportunity to do class presentations with confidence in their new language. It was also determined that a small group of students designated as SIFE, would have additional meeting time with the ESL teachers as they need to be provided with additional support. Teachers will meet with small groups of struggling students (3-5 years of services) to focus on vocabulary, grammar and writing skills development.

The instructional skill building components will include English vocabulary for all content areas, reading-decoding skills, writing skills, and conversational skill-building exercises. The ESL instruction will use the Quality Teaching for English Language Learners (QTELL) approach. Students will be assigned to the ESL or English class based on their individual needs. Both the QTELL and Sheltered Language Instruction are supported by scientifically based research that indicates that language development is best supported by the workshop model. By including an English component, these students will more quickly integrate into the rest of the school. ELL students are challenged to meet criteria with the assistance and guidance provided by ESL/Classroom teachers. ESL and classroom teachers work in conjunction so scaffolding of classroom activities may be reinforced in small group during EMS and Saturday Programs.

An Assistant Principal will be on-site, to ensure safety and security, at least one-half hour before the program starts to greet students and parents and stay after the classes finish to ensure safe pick-up. The Assistant Principal will arrange for breakfast and snacks, open and close the computer and printing lab, facilitate grant compliance, and augment security and safety for students.

Subgroups and grade levels to be served

All ELL students from 2nd, 3rd, 4th and 5th grades at all levels of NYSESLAT and ELA skill will be served.

## Part B: Direct Instruction Supplemental Program Information

### Schedule and Duration

Our EMS (Early Morning Start) will run three times a week (7:30 a.m. - 8:30 a.m.) with Bilingual/ESL teachers and consists of 1-10 ratio. OUR EMS program will start on January 5 and end on June 7.

Our Saturday program will run a total of fourtenn (14) Saturdays starting on January 7 and ending June 9th. Classes will run from 8:30 a.m. - 12:30 p.m. The specific dates are as follows: January 7, 14, 21, 28; February 4, 11, 18; March 3, 10, 17, 24, 31; and April 21, 28. Classes will run from 8:30 to 12:30 on those Saturdays.

Field trips aligned to instruction in the Title III Program will include a visit to the American Museum of Natural History with emphasis on science content (Planetarium) for upper grade students and a visit to the New York City Statue of Liberty for enhancement in the Social Studies area. Additionally, upper and lower grades will attend the community movie theater to view "The Lorax" which will serve to supplement our science fourth and fifth grade CCLS ELA Bundle in the environmental science and increase environmental issues for the lower grades. The lower grades will also visit The Fresh Meadow Farm for background science support and vocabulary build up.

### Language and Instruction

All classes will be held in English. ESL techniques and methodologies for the acquisition of English for English Language Learners will be used. The focus of the program will be to enable students to improve literacy skills, support content area (CALP) and increase language acquisition.

# and licenses of teachers involved.

There will be one ESL/Bilingual licensed teacher, three Bilingual certified teachers and two commom branch teachers (teachers currently working with ELL population) involved in the language development program to fulfill the ESL component.

### Types of Materials to be used

ESL workbooks (to be purchased) and high interest/low levelled English and Spanish books (already available in the ESL classroom) will be used to enrich language and content development. There will be hands-on activities (art materials, paper, and toner) and computer lab visits (ABCmouse.com, Starfall, and other teacher approved web-sites).

## 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

## Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

The primary goal of professional development is to develop the teacher's craft, cultural awareness and understanding of language acquisition process, all of which have a direct impact on the student's social and academic development. To ensure that the professional development sessions meet the needs of teachers, the ESL/Bilingual Teacher is available to all teachers and is in constant contact with all co-teachers. Teachers need to be familiar with the latest ESL methodologies in order to improve both English acquisition and content area knowledge.

P.S. 140 has adopted a common planning schedule that allows 45 minute blocks of time for weekly meetings. One meeting a month is devoted to ELL training on a schoolwide basis. All teachers in this program attend these staff development workshops making a total of 6.75 hours of ELL training.

Universal Design Learning training workshops will be offered with the assistance of our Maverick Educational Partnership and Office of Early Intervention Services.

In addition, our ELL point person (ESL teacher) regularly engages in school wide and network wide intervisitations in an effort to absorb and replicate best practices.

Other forms of support may include a short dialogue on the subject of ESL teaching strategies, possible grouping, or NYSESLAT/LAB-R/School assessment (data discussions) with classroom teachers.

Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University and New York City Office of ELLs and other literacy development workshops.

Additionally, Ms. Anthony and Ms. Lewis provide in house high quality literacy professional development to all subject area teachers within the school building.

Teachers to receive training

Ms. Gallardo (ESL Teacher), Ms. Reed (Bilingual Teacher), Mr. Cornieles (Bilingual Fifth Grade Teacher), Ms. Castelli (A.I.S. Teacher), Mr. Liebowitz (Fifth Grade Teacher), Ms. Blackwood (First Grade Teacher), Ms. Loehman (Third Grade Teacher), Ms. Velazquez (Special Ed. Bilingual Teacher), and Ms. Anthony (Second Grade Teacher).

The above mentioned staff also attend PD's supported and presented by NYC DOE's OELL.

Topics to be covered

The topics to be covered during these workshops are the integration of ELL instructional concepts and methodologies in all subject areas in order to better support English acquisition as well as subject matter

### Part C: Professional Development

knowledge (Thinking Maps in the Classroom). Other topics will be: planning for ELA/Math citywide exams, NYSESLAT preparation, how classroom teachers can support the ELL students to be successful in these exams and initiation of UDL (Universal Design Learning) in all academic learning areas.

Name of provider

Ms. Eva Chejftetz (NYC DOE OELL), Ms. Gallardo (ESL Teacher), Ms. Anthony and Ms. Lewis (Thinking Maps Strategies).

### 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:

Rationale

P.S. 140 would like to encourage as much parent involvement as possible, especially with at-high-risk groups. Recognizing the importance of the home school connection in aiding student language acquisition, parents are an integral component of the ELL program. Parents are invited to workshops to be held simultaneously with the Saturday Programs to incorporate the home into academic happenings at the school.

We have SIFE students who could benefit from constant home contact and translation services to those specific parents. Bilingual staff and school counselor will be readily available to meet with parents of ELLs during Saturday Program. We also encourage a positive attitude towards education and attending school programs that increase academic achievement. Therefore, even though the parents of our students are always welcomed in our classroom, we have scheduled every first and last Saturday for parents to formally visit P.S. 140 and watch their children work or see the outcome of their work.

Parents of ELLs will be provided the opportunity to learn about the ELA, Mathematics and NYSESLAT data analysis. The school will hold workshops on how parents can better understand what their children do and learn in school, what assessments they have to take, and how they can support their children at home in their learning and developing good study habits. Presented are topics included but are not limited to: understanding the data, assessing student's needs (held in the computer lab for accessibility to ARISS), cultural diversity (assimilation) and ESL Adult services available in the community.

Schedule and Duration

**Part D: Parental Engagement Activities**

Parent workshops will be held from 9:00 a.m. - 10:00 a.m. and at 11:00 a.m. - 12:00 p.m. These will run simultaneously with Saturday Program.

During our last Saturday Program, a lunch for parents will be offered 11:30 a.m. - 12:30 p.m.

Topics to be Covered

The topics covered during these meetings are: Understanding the services available at P.S. 140 to help you and your child be successful, how to help your child at home, assessing ARISS (Public library visit and school computer labs) and summer readings and Kips Bay/and other summer programs that will enhance and promote language acquisition.

Name of Provider

Ms. Gallardo (ESL Teacher), Ms. Maria Lopez (Bilingual Parent Coordinator) with the assistance of other bilingual staff facilitate these workshops.

How parents will be notified of these activities

Parents will be called by native language speaking paras and teachers. Invitations will be backpacked home with students with dates, times, and programs. These date will also be posted throughout the school building.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$8,681	On site supervisor for Saturday programs and on site classroom teachers on Saturday. Paraprofessionals to call parents and help with translations when necessary.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	0	n/a
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional</li> </ul>	\$1,519	Empire State NYSESLAT, Finish Line for ELL's and Reader's Theater (a supplemental performance tool), art supplies,charts.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	All software expenses paid by other budgets	n/a
Travel	1,000	Field trips aligned to instruction:
Other	\$	Coffee and light snack for parents. Light snack for students.
<b>TOTAL</b>	11,200	11,200