



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: 08X140

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

PRINCIPAL: MR. PAUL CANNON

EMAIL: PCANNON@SCHOOLS.NYC.GOV

SUPERINTENDENT: MR. TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Paul Cannon	*Principal or Designee	
James Walsh	*UFT Chapter Leader or Designee	
Belia English-Owens	*PA/PTA President or Designated Co-President	
Nicole Lopez	DC 37 Representative, if applicable	
Heriberto Santana	Member/SLT Chair	
Deborah Staff	Member/SLT Secretary	
Andrea Marsh	Member/SLT Facilitator	
Nancy Castelli	Member/SLT Timekeeper	
Cecilia Ramos	Member/PA Member - Treasurer	
Iris Velez	Member/PA Member – Corresponding Secretary	

Lauren Gonzalez	Member/PA Member- Recording Secretary	
Timothy Harrell	Member/PA, Vice President	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE)[HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 - 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 - 2. School Leader Practices and Decisions
 - 3. Curriculum Development and Support
 - 4. Teacher Practices and Decision
 - 5. Student Social and Emotional Developmental Health
 - 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
 - Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
 - Goal development should be based on an assessment of your school’s needs.
 - The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

School leaders engage staff in frequent “Charlotte Danielson reflections” during daily prep times and weekly grade meetings. Teaching teams will be afforded greater opportunities to collaborate around Danielson’s Frameworks by way of an additional common planning prep each week as well as frequent classroom and school intervisitations.

- d) timeline for implementation.
From August 2012 through June 2013

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
198: General Supplies, 091: Per session, 053: CFN Network Support, 685: Professional Services and Consultants, 689A: Professional Development

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Major Recommendation

- Refine curricula to incorporate rigorous academic tasks that promote cognitive engagement and immerse all students in higher order thinking that accelerates their master of skills over time.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, 75% of teachers in K-2 will demonstrate improvement in the implementation units and lessons that reflect increased rigor and alignment to the CCLS as measured by formal and informal observations aligned to the Danielson Framework for Teaching.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Using interactive whiteboards & Smart boards to enhance student learning in all academic areas for grades 1-5 including Special needs/ELL in each of those grades.
 - Actively engaging students learning through the use of technology as per the recommendation of Community Superintendent
 - Track and review African-American males, Hispanic males and SWD using quantitative and qualitative data
 - b) key personnel and other resources used to implement these strategies/activities, Individual and teams of teachers review formative and summative data resulting in the creation of an outline of the content area strands requiring mastery.
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments. Implementation of school-wide portfolio assessments and conferencing to identify students' next steps.
 - d) timeline for implementation. August 2012 – June 2013.
- The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned in CCLS in PreK-5. From September 2012 through June 2013 P.S. 140 administrators/teachers will:
 - a) Engage in professional development activities that support improved delivery of curriculum.
 - b) Meet regularly to ensure that unit plans consistently reflects tasks designed to involve students in text-based that promote higher order thinking and rigorous tasks in ELA and math.
 - c) Ensure student portfolios reflect efforts to support students' writing fluency.
 - d) Plan curriculum activities that support the cognitive engagement students need to improve their performance.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
*ENTER BUDGET CODES*130: Instructional supplies(leveled libraries, test prep, guided reading materials) 198: general supplies, 331: computer equipment (Smartboards and laptops), 199: Computer Software (Brain Pop ,Award Reading, flowcabulary), 689A: Professional Development Pedagogy (Nutrition Program), 091: Per-session, 053:CFN Support, 130:

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Based on data from the 2011-2012 QR, the school will increase attendance from 2011-2012 school year of 89.9% to 92% overall attendance.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Overall attendance for the 2012- 2013 school year will increase to 92%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) the following efforts have been employed to ensure parental cooperation with school attendance policies:

- Parent outreach meetings facilitated by the Attendance Teacher and both Parent Coordinators and translated as necessary
- Daily phone call and email reminders via School Messenger, a paid auto call system to report child attendance to families

- From September 2012 through June 2013 the school has:

- a) Through collaboration with The Parent Association, graduation dates were pushed back until the last week of school to encourage daily attendance throughout the *entire* school year.
- b) 100% Attendance celebratory assembly where certificates were awarded to parents and students who met the mark of 100% attendance.
- c) Monthly classroom celebrations for one class per grade with top attendance.
- d) Daily teacher monitoring of attendance with follow-up phone calls made by classroom teachers or school guidance counselor.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Priority

Focus/SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

School Messenger, automated phone and email system triggered to call or email when a student is late or absent.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Based on the 2011-2012 LES and recent school tragedies, the school will implement a Building Response Team Plan to create a unanimous feeling of safety throughout the building.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, P.S. 140's online occurrence incidents will decrease by 50% as evidenced by Annual O.O.R.S data reports.
- By June 2013, Teachers will be trained on new LockDown, Evacuation and Shelter-In procedures.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

From September 2012 through June 2013, P.S. 140's Administrators/Teachers will:

- a) strategies/activities that encompass the needs of identified student subgroups
Students will participate in a five week etiquette, character development and esteem building program. They will also take part in monthly award recognition assemblies for attendance, achievement and citizenship. Students in grades 3-5 will also participate in student council responsibilities. In addition to these strategies and activities, Students are engaged in various programs and assemblies involving promoting anti-bullying, safety and self-esteem. Students will engage in dance with the Harlem School of Arts.
- b) key personnel and other resources used to implement these strategies/activities,
Administration and entire school staff are responsible for creating a positive school culture
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
As evidenced by a decrease in Superintendent and in-house suspension.
- d) Gender specific, Co-ed, and CTT classes will be available to meet the varying social emotional needs of Grades 3, 4, and 5.
- e) Teachers will engage in professional development about the various building responses to emergencies.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Focus Priority

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

685: Consultants

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Explore ways to strengthen the involvement of families in order for parents to be empowered to assist their children in a timely manner as per the April 2012 QR Report (QR rubric 2.4). QR Report page 5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, P.S. 140 will employ strategic initiatives to consistently increase parental involvement by 10% (as measured by attendance @ parent meetings) to empower parents to make instructional and enrichment activities on behalf of their children.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups. Workshops in common core initiatives, units of study and performance tasks for parents presented by multilingual school personnel including classroom teachers and PA members.
 - b) staff and other resources used to implement these strategies/activities.
 - *Newly elected PA members that are multicultural and multilingual for more effective parental outreach and involvement
 - *Teachers are engaging parents in classroom meetings to discuss student performance and academic needs based on classroom and periodic assessments
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, Teachers are meeting with administration and coaches to look at materials needed to effectively implement the common core initiatives for both classroom and home instruction
 - d) timeline for implementation. Academic progress and concerns will be shared three times a year (beginning, middle and end of the year)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
199: Computer Software (School messenger), 198: General Supplies, 489: Parent Involvement

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ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Early Morning Start (EMS) Instructional Research Base Programs, Computer Assisted Instruction (CAI) Including Interactive Smartboard lessons</p> <p>Saturday Academy Instructional Research Base Program, Computer Assisted Instruction (CAI) Including Interactive Smartboard lessons</p> <p>Response to Intervention (RTI) CAI Inquiry (CAI) Peer Tutoring reinforcement of concepts</p> <p>Including Interactive Smartboard lessons</p> <p>Boricua College Interns reinforcement of</p>	<p>Small group</p> <ul style="list-style-type: none"> • Tier 1 intervention with teacher scaffolding, and/or differentiation of process, content, and product • Tier 2 interventions e.g. research-based intervention specific to decoding, comprehension, vocabulary. • Interventions are given 3 times a week, 45 minutes per session, until students test out of program <p>One to one student tutoring</p>	<p>Prior to academicschool hours</p> <p>During the school day</p> <p>During the school day</p>

	concepts	Great Leaps ELA	
Mathematics	<p>Early Morning Start (EMS) Instructional Research Base Programs, Computer Assisted Instruction (CAI) Including Interactive Smartboard lessons</p> <p>Saturday Academy Instructional Research Base Program, Computer Assisted Instruction (CAI)</p> <p>Including Interactive Smartboard lessons</p> <p>Response to Intervention (RTI) CAI Inquiry (CAI) Peer Tutoring reinforcement of concepts</p> <p>Including Interactive Smartboard lessons</p>	<p>Small group</p> <ul style="list-style-type: none"> • Tier 1 intervention with teacher scaffolding, and/or differentiation of process, content, and product • Tier 2 interventions e.g. research-based intervention specific to decoding, comprehension, vocabulary. • Interventions are given 3 times a week, 45 minutes per session, until students test out of program <p>One to one student tutoring</p>	<p>Prior to academic school hours</p> <p>Held during school hours</p>
Science	<p>Early Morning Start (EMS) Instructional Research Base Programs, Computer Assisted Instruction (CAI)</p> <p>Including Interactive Smartboard lessons</p>	EMS Small group instruction	Prior to academic school hours
Social Studies	Intergrated through ELA	Small group, guided reading	

	repeated readings and review CCLS units of study Including Interactive Smartboard lessons	reading groups, one to one	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

P.S. 140 has created a hiring committee of ten highly qualified teachers representing early childhood, upper grades and special needs populations. The committee employs several strategies used for recruitment and retention of HQT that include some of the following strategies: posting on the DOE Open Market System and in-house teacher intern program and assignments are based on expertise, licensing, and yearly preference sheets.

To ensure that the staff is highly qualified the professional development action plan addresses the following pedagogical needs: smart board training, Thinking maps training, conferencing training, portfolio training, UDL training, Reader and Writer Workshop training, evaluating running records training (ECLAS II, DRA, RIGBY), ESL/Classroom teacher peer support and conferencing, Charlotte Danielson Framework for Training and Portfolio assessment trainings.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content

and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

***SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED***

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Budget Allocation Revisions

DBN	Program	Allocation Category	Object Code	Title	Budget FTE	Budget Amt.	Correspondence
08X140	PF Parent Engagement	Title I Priority/Focus/SWP Parent Eng	400	Non-Contractual	\$6,083.00	\$6,083.00	School used PF Funding to support and enhance parental involvement and engagement.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	100	Supplies - General	\$7,712.00	\$7,712.00	School used PF Funding to support and enhance Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	91	Teacher - Reg. Grades - Per Session	\$315.96	\$15,858.06	School used PF Funding to support and facilitate Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	91	Supervisor Per Session	\$104.19	\$5,472.06	School used PF Funding to support and facilitate Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.

08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	91	Ed Para - Bulk	\$137.69	\$3,994.39	School used PF Funding to support and facilitate Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	31	Teacher - Reg. Grades - Per Diem	\$22.87	\$3,833.01	School used PF Funding to support and facilitate Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	91	School Secretary - Per Session	\$141.75	\$4,384.33	School used PF Funding to support and facilitate Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.

08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	100	Supplies - General	\$28,458.00	\$28,458.00	School used PF Funding to integrate technology and cater to various learning modalities for the Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	91	Teacher - Reg. Grades - Per Session	\$59.55	\$2,988.81	School used PF Funding to support and facilitate Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	689	Curriculum & Staff Development Contracts	\$5,000.00	\$5,000.00	School used PF Funding for student social and emotional developmental programs (Etiquette training, Authentic Asian nutrition and cooking and TEI training)
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	685	Education Consultants	\$5,000.00	\$5,000.00	School used PF Funding for student social and emotional developmental programs (Etiquette training, Authentic Asian nutrition and cooking and TEI training)

08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	300	Equipment - General	\$5,000.00	\$5,000.00	School used PF Funding to integrate technology and cater to various learning modalities for the Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.
08X140	PF Expanded Learning Time	Title I Priority/Focus/SWP	100	Supplies - General	\$32,011.00	\$32,011.00	School used PF Funding to integrate technology and cater to various learning modalities for the Early Morning Start Program, Saturday Academy in the content areas of ELA, Math and Science for ELLs, Spec. Ed. and general Ed. Populations.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	623	Total Number of ELLs	37	ELLs as share of total student population (%)	5.94%
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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

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	4	7	4	6	8	8								37
Push-In	0	0	0	0	0	0								0
Total	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
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
TOTAL	4	7	4	6	8	8	0	37						

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 progress.

7. Our school modifies curricular and instruction to meet the diverse needs of our ELL-SWD. The service providers work collaboratively 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.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

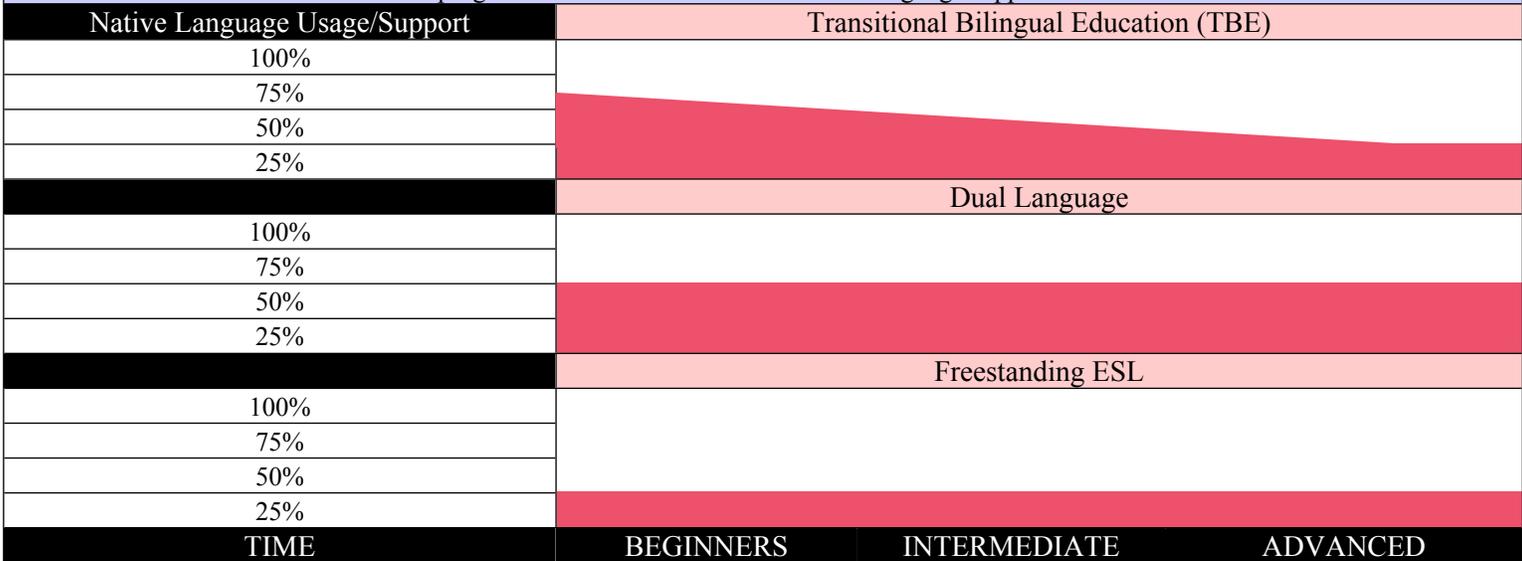
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 (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 patterns and vocabulary kits for grades k,1, 2 and newcomers, floor puzzles for various levels, puppets (cultural) for all levels, alphabet /word/sentence tiles, flash cards, sequencing cards, reading rods, and teaching tiles. Technology such as: Rosetta Stone instructional CDs and DVDs, cassette players, television, Classroom Jeopardy, Leap Pad Library (Arthur Makes the Team, Arthur and Lost Diary, I Know Where the Food Goes, Once Upon a Time) and an array of educational software. The students also use Study Island and Uptown Education in Math, Samson's Classroom for k/2, Fletcher's Place for k/1 and Internet use in the ESL Classroom. We have two computer labs (one for the upper grades and the other for the lower grades) and Smartboards in our library and in various classrooms.

14. Our ESL Program utilizes the following materials to support and enhance native language: bilingual dictionaries, bilingual books and videos, internet access in ESL classroom. A "Buddy system" is also encouraged as well as collaborative planning among staff, including bilingual experts. "El Sol" is used to assess native language arts skills in grade k-2. Results in the "ELE" are used to assess literacy development in native language.

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

16. In late August or before the beginning of the school year, newcomers who registered in late June to early September are administered the LAB-R to ensure that the student is placed accordingly. A "classroom buddy" is used to guide, assist and support ELLs during their adjustment period in their new academic setting.

17. Not applicable.

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 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	B	0	0	1	0	3	2							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	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

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

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 provide us with a clearer view of our ELLs reading/writing levels and needs. From this data ELL students can be placed in guided reading groups appropriate to their individual needs. Results based on NYSESLAT provide an insight on students language development and next steps (needs). The results of these assessment in conjunction with the ELL Periodic Assessment and teacher observations will be used to guide our differentiated classroom instructions and center activities for each child.

2. Data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that the English Language Learners across the grades achieve higher in the speaking and listening modalities of the test. They score lower in the reading and writing modalities. These results imply a need for LAP instruction that will provide more opportunities for language learning, writing development, and reading fluency activities. It also implies that current strategies for improving instruction and student performance in ESL will continue to include independent/paired, shared and guided reading, literacy centers, writer's workshop, interactive read-aloud, word study, and teacher/student reading and writing conferences.

3. As per NYSESLAT results, Literacy and Math Coach/ESL and Classroom teachers will differentiate instruction, continue on-site professional development, make provisions for all students who are performing below level 3, provide individual, and small group tutoring, extended day activities and provide for supplementary materials.

4. a. NYSESLAT results reveal the need for development of reading/writing skills in higher grades. The need for editing in writing and the need for reading fluency have been observed by ESL teacher and classroom teachers. Reading logs and journal writing are currently under way for reading/writing development. Other patterns noticed are that higher grades show lower writing progress in other words slower progress in reading/writing than speaking/listening. The ELL Periodic Assessment will be used to assess progress and areas of concern in English reading/writing proficiency. Analysis of the results will enable the ESL/Classroom teachers and other support staff (speech) to identify the student's individual needs. It also helps the teachers in preparing their reading/writing lessons differentiating individual and group activities to support student's individual needs. Moreover, the results will also be used for teachers planning meetings and LAP workshops.

b. The school leadership and teachers are using the results of ELL Periodic Assessments during our Weekly Team Meetings, Inquiry Team, C-TAG (Closing The Achievement Gap) Meetings, to determine trends, needs and additional support needed by ELLs.

5. Not applicable.

6. The best way to evaluate the success of our ELL program is by analyzing the test results taken by our students. The result of the 2011 spring NYSESLAT showed that 30% tested out of the program, 23% moved 1 and 2 levels up, 10% passed the ELA, 44% passed the Math test, and 14% of our ELL students passed the Science test. Moreover, and with greater efforts to align instruction with the new Common

Core Standards, increasing ELL students' progress will be our chief focus and priority.

Additional Information

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

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

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

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 140	DBN: 08X140
Cluster Leader: Chris Groll	Network Leader: Debra Lamb
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

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:

A morning program will target 6-10 ELL students in each NYSESLAT Language level. The EMS (Early Morning Start) program will run three days a week for two, 6-week sessions and one 4-week session. In between the sessions, teachers will have an opportunity to adjust those groups to meet the needs of the students in their grade. The total number of students to benefit from this program will be between 20-25. Classroom teachers along with respective ESL co-teachers will use data including years of ESL service, NYSESLAT /LAB-R scores, ELA exams, and reports from ELL Interim Assessments in addition to class work and teacher's observations and conferencing notes to form the basis for these groups. Groups will provide flexibility among each other in order to meet student's specific strengths and weaknesses. As much as possible, students will be paired with students and teachers they work with on a daily basis. Mr. Cornelius (fifth grade math teacher and bilingual) will work with the fifth grade ELLs in reinforcing math skills and strategies. Students will meet with either an ESL/Bilingual Certified teacher or a certified common grade teacher for literacy and language development. Each group will meet for forty five minutes three times per week for three, 6-week sessions. All teachers will meet 15 minutes each day of the program to plan together. ESL teacher will work with the common branch and bilingual teachers in creating language goals. In order to meet the academic needs of the students cooperative groups will be used in the ESL classroom to maximize language acquisition and content development skills..

The EMS program will focus on building literacy skills in L1 and L2 through exposure to high interest non-fiction text for students in grade two through five. Two teachers will work with beginner, intermediate, and advance language levelled groups. All lessons will be differentiated to ensure that student's individual needs are met. Teachers will use technology (computer lab), Fletcher's Place (for phonemic development and language acquisition), Study Island (to increase reading fluency and vocabulary enrichment) and other reading enrichment programs to use during regular school hours.

Our Saturday program will run a total of ten Saturday mornings. Classes will run from 8:30 a.m. - 12:30 p.m. The Saturday program will hold six sessions prior to the ELA and Math State Exams and the remaining will be held prior to the NYSESLAT. This will enable students to maximize their potential in reading, listening, writing and speaking in L2. The instructional skills building component will include English vocabulary for all content areas, reading decoding skills, writing skills and conversational skill-building exercises. The instructor will use the Quality Teaching for English Language Learner (QTELL) approach. Students will be assigned to differentiated groups according to their needs. ELL students are guided by ESL teacher in developing their literacy and language skills. Scaffolding of daily literacy skills will be used to support literacy and math bundles.

Part B: Direct Instruction Supplemental Program Information

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. They will also 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.

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 vocabulary. There will be hands-on activities (art materials, and chart paper), and use of the computer lab (ABCMouse.com, Starfall.com, and Ward Software (phonics and reading program).

We noticed an increase in SIFE students in the newly arrived population. Students will use Spanish textbooks in the supplemental programs as well as in their official classroom in order to enhance their personal knowledge and language acquisition through project base learning. These textbooks will also be used during the science push-in ESL classroom and for L1 literacy improvement and enrichment. Newly arrived constituents will also use Fletcher's Place (for phonemic and English writing skills development). Professional Development and support for kindergarden, first grade and second grade teachers is provided throughout the year. This curriculum is a research-based instructional program and provides support for ELLs. It is also aligned with CCLS(Common Core Learning Standards) and UDL (Universal Design Learning). ELL students will use bilingual glossaries for support in content areas. These content words will become part of their vocabulary notebooks in the ESL Classroom for scaffolding and enrichment.

During extended day (37.5 minutes x 3 times a week), students were grouped (10 students) as per subgroup needs. Newly arrived students will receive instruction from Special Education Bilingual Teachers, Ms. Velazquez. They focus on developing listening/speaking skills and reading and writing literacy skills. Mr. Santana (Bilingual Technology Teacher) will facilitate reading and phonemic awareness through the use of Award Software, ABCMouse.com, Starfall and other teacher approved websites. Ms. Gallardo (ESL Teacher) will work with Long-Term ELLs. All members of this group will take the ELA and Math State Exams this year. Focus will be in reading comprehension skills, increasing reading fluency and vocabulary building. Differentiation will be determined with data acquired on individual students needs as per 2011-2012 NYSESLAT results,ELL Interim Assessments and ARIS.

All ELL students are invited to partake in the after school supplemental and enrichment programs offered at P.S. 140. Parent Coordinator and ESL Teacher assist parents with translation (when necessary) and assistance throughout the application process.

Graduating students and parents meet with Ms. Hulinsky (Spanish Speaking Guidance Counselor) for assistance, guidance and support in the process and selection for middle school placement. Parents are also provided with workshops on the subject by Ms. Nicole Lopez (Parent Coordinator).

Native language arts literacy skills development will be enhanced by 30 minute daily at home reading program in L1 or L2. Parents will be encouraged and guided through workshops: Building Literacy at Home, Developing Literacy skills in L1 and L2. These will be provided by Ms. Gallardo (ESL Teacher) and Ms. Nicole Lopez. Mr. Santana (Inquiry Team Member) and Ms. Nicole Lopez (Parent Coordinator) will survey parents for future workshops and programs (Saturday computer class for parents, Adult ESL

Part B: Direct Instruction Supplemental Program Information

classes, etc.) interest and availability. Other topics for parent workshops: assessing ARIS, Assessing L1/L2 literacy resources in our age of technology, Healthy Eating, and many more.

Ms. Gallardo will meet with classroom teachers during grade meetings on a monthly basis. Conferencing notes, observation findings and future goals for students will be planned and discussed and developed.

Part C: Professional Development

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

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

Begin description here:

Teachers need to be familiar with the latest ESL methodologies in order to improve both English acquisition and content area knowledge in both L1 and L2. To ensure that the professional development sessions meet the needs of the teachers, the ESL/Bilingual teacher is available to all teachers and is in constant contact through common grade meetings. At P. S. 140 we have adopted a common planning schedule that allows 45 minutes blocks of time for weekly grade meetings. Universal Design Learning training workshops will be offered with the assistance of our Maverick Educational Partnership and Office of Early Intervention. In addition, our classroom teachers will engage in school wide and network wide intervisitation in an effort to absorb and replicate best practices that support ELLs .

Other forms of support may include a short dialogue on 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 (both certified in Thinking Maps) will provide in house high quality professional development to all subject teachers in the school building.

Teachers to receive training: Ms. Gallardo (ESL Teacher), Ms. Velazquez (Special Education Bilingual Teacher), Mr. Cornelius (Bilingual Fifth Grade Teacher), Mr. Liebowitz (Common Branch Fifth Grade Teacher), Ms. Lohmann (Common Branch Third Grade Teacher), Ms. Blackwood (Common Branch First Grade Teacher), Ms. Anthony (Common Branch Third Grade Teacher), and Ms. Castelli (A.I.S. Teacher).

The topics to be covered during these workshops are the integration ELL Instructional Concepts and methodologies in all subject areas in order to better support English acquisition as well as subject matter knowledge by use of Thinking Maps in the classroom. Other topics will be: planning for ELA/Math

Part C: Professional Development

citywide exams, NYSESLAT preparation, how classroom teachers can support the ELL students to be successful in all exams and initiation of UDL (Universal Design Learning) in all academic learning areas.

Name of providers: Ms. Lorraine Estrada (NYC DOE OELL), Ms. Gallardo (ESL Teacher), Ms. Anthony and Ms. Lewis (Thinking Maps Strategies) and Mrs. Castelli (A.I.S. Teacher).

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:

Recognizing the importance of the home school connection in aiding students language acquisition, parents are an integral component of the ELL program. P.S. 140 would like to encourage as much parent involvement as possible, especially with high-risk groups.

In an effort to keep all parents informed and involved our Parent Coordinators, Ms. Nicole Lopez and Ms. DeSilva provide a monthly calendar in English and Spanish that is sent home with each student. Additional copies of the monthly calendar are made available at the sign in station and in the main office. These calendars provide information on school wide events, holidays and workshops offered. All events are conducted in English and translation is available as necessary. Parents also receive Bilingual flyers that remind them of upcoming workshops, important dates and school events. P.S. 140 Administration and staff maintain an open door policy and are in constant contact with parents to ensure that the parents needs are met.

Parents of ELLs will be provided the opportunity to learn about the ELA, Mathematics and NYSESLAT data analysis. Workshops will be held 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. Other topics included but not limited to are: accessing ARIS and ESL Adult Services available in the community. A number of workshops will be offered throughout the year in English and Spanish. The workshop topics include: Homework Help, Reading the Monthly Progress Report and how to Increase literacy at home. These themes will help parents understand the importance of assisting their children with their academic work. We will also offer workshops on the tools and information parents may deem necessary in order to maximize their children's academic success.

Parents are invited to participate in and/or attend any school event and /or Parent Workshop. Events for this year include "Hispanic Heritage Celebration", "Black History Celebration" and other project base celebrations and showcase. The Girls Cheerleaders Club is open to all students.

Part D: Parental Engagement Activities

Parents will be invited to workshops that will be held simultaneously with the Saturday Program in order to incorporate the home into academic happenings at the school. We have SIFE students who could benefit from constant home contact and translation services. Bilingual staff and school counselor will be readily available to meet with parents of ELLs during Saturday Program. We have scheduled every first and last Saturday for parents to formally visit P.S. 140 and observe their children work or see the outcome of their work.

Workshops will be held from 9:00 a.m. - 10:00 a.m. during school days and on Saturday simultaneously with our Saturday Program. Providers will be Ms. Gallardo (ESL Teacher) and Ms. Nicole Lopez (Bilingual Parent Coordinator) with the assistance of other school staff.

Parents will be called by native language speaking staff and teachers to remind them of the upcoming workshops and events. Invitations will be backpacked home with students. The dates will also be posted throughout the school building. [REDACTED]

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"> Per session Per diem 	\$8,700	On site supervision of Saturday Program and on site classroom teachers. Paraprofessional to call parent and help with translation when necessary.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,000	Empire State NYSESLAT, Finish Line ELL's and Reader's Theater (a supplemental performance tool), art supplies and charts.
Educational Software (Object Code 199)		

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.
Travel	\$500	Field trips to the Bronx Zoo, Museum of Natural History and other cultural sites. Admission for students, parents and chaperones.
Other		Light snack for parent workshops.
TOTAL		