



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 140 MANHATTAN – THE NATHAN STRAUS PREPARATORY
SCHOOL OF HUMANITIES.

DBN (i.e. 01M001): 01M140

Principal: ESTEBAN J. BARRIENTOS

Principal Email: EBARRIE@SCHOOLS.NYC.GOV

Superintendent: DANIELLA PHILLIPS

Network Leader: KAREN AMES

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Esteban J. Barrientos	*Principal or Designee	
Stefi Preiss	*UFT Chapter Leader or Designee	
Cynthia Cartagena	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carmen Fulford	Member/ Assistant Principal	
Lori Gonzalez	Member/ IEP Coordinator	
Ming Liang	Member/ ELL Coordinator	
Elizabeth Feliciano	Member/ Parent	
Ivette Santiago	Member/ Parent	
Michel Laguer	Member/ Parent	
Lourdes Manners	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of teachers will deepen their understanding and teaching effectiveness to maximize student learning as evidenced in classroom observations - Option 1 or Option 2 - in the ADVANCE Teacher Evaluation System, which is aligned to the Danielson Framework for Effective Teaching.

Comprehensive Needs Assessment

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

There is a need to align instructional practice to the Danielson Framework and the Common Core Learning Standards – CCLS – to improve student performance and augment instructional practice. The school's Quality Review – 2011/2012 and Developmental Quality Review – 2012/2013 – indicate that student performance and instructional practice will improve if there is consistency of instruction across all grade levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. P.S. 140M will provide a weekly professional development and training period for classroom teachers and support staff, which will focus on the CCLS, Danielson Framework, LitLife and demonstration models that incorporate the importance of exemplary teaching strategies and skills. The school staff will be provided with additional planning and preparation time during after school hours (Inquiry Team) to collaborate and have an exchange of ideas to facilitate instruction in general education, special needs and ELL settings. Professional development will also be coordinated with CFN 406 in promoting the importance of professional growth. The staff will attend training and development at Columbia University – Teacher's College, AUSSIE, CFN 406 and participate in visiting exemplary programs throughout the school system. Teachers will be encouraged to grow professionally by attending university and/or college courses during the school year.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal and assistant principal will plan for professional development for the staff in SY 2013/2014; Staff in grades K through 5 will participate in the LitLife (literacy professional development initiative) from September 2013 to May 2014; Pearson Mathematics and Scholastic CodeX professional development and training will take place during the school year for teachers in grades 6 through 8; CFN 406 coaches will visit P.S. 140M regularly to meet with the special needs, ELL and general education staff to provide additional training to enhance instructional practice; CFN 406 will arrange for school intervisitations to observe exemplary programs for professional growth; and teachers will have the ability to attend college and/or university courses to grow professionally

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Most assessments (pre and post), NYS ELA, MATH and SCIENCE results in spring 2014; ADVANCE Teacher Evaluation System observations and ratings; use of running records and conference notes and on-going student assessment will be used to gauge the progress and effectiveness of the strategies and activities used by the school staff in SY 2013/2014. Assessments will encompass all grade levels pre-kindergarten to grade 8 (general education, ELL and special needs students).

D. Timeline for implementation and completion including start and end dates

1. All initiatives described in Section B will have start dates of September 2013 and end dates of May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In P.S. 140M, all classes will be programmed to a minimum of ten periods of ELA and 8 periods of MATH instruction weekly. Classroom teachers and support staff (SETSS, speech and ELL) will provide group and one-on-one intervention during the school year. Staff personnel will be programmed to participate in the Extended Day Morning Program, Crisis Intervention and after school programs focusing on literacy and mathematics enrichment.

Strategies to Increase Parental Involvement

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).

Parents will be invited to attend School Leadership Team, PTA and monthly parental workshops to keep them apprised about the steps being taken to augment instructional practice and intervention measures to address the academic needs of students in P.S. 140M. It is also expected that parents will provide suggestions and input about the education their children are receiving at the school site.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 10% of students in grades 3 through 8 will progress from Level 2 to Level 3 in ELA, as evidenced by the administration of the spring 2014 NYS ELA assessment.

Comprehensive Needs Assessment

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

A concerted effort is being made to maintain P.S. 140's status as a "School in Good Standing" on the annual NYS Progress Report and maintain the "A" rating received on the NYC DOE Progress Report in 2012/2013. P.S. 140M had approximately 59% of students score Level 2 on the spring 2013 NYS ELA assessment. A focus on well planned and focused instructional practice will be instrumental in meeting the NYS Annual Yearly Progress (AYP) in spring 2014. An analysis of the spring 2013 NYS ELA assessment test results for students in P.S. 140 indicated that a concerted effort must be made to address the comprehension and inference skills of students in grades 3 through 8. It was noted that students were able to read the written text on the assessment without difficulty. However, their comprehension and inference skills were lacking and in need of improvement in SY 2013/2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers in grades kindergarten through 5 will implement the Teacher's College Literacy Program and teachers in grades six through 8 will implement the Scholastic Code X program, which is aligned to the Common Core Learning Standard (CCLS), track students' progress by using running records, implement guided and independent reading, and establish the Writing Workshop model to improve literacy proficiency in SY 2013/2014. Classroom teachers will also implement a four day Extended Day Program from 8:00 am to 8:45 am to provide literacy and mathematics enrichment to students who have been identified for further intervention. An after school program will also be programmed to provide literacy and mathematics enrichment from 3:00 pm to 5:00 pm on Tuesday and Thursday. A professional development initiative to address the needs of special needs students will begin in December 2013 to focus on academic needs and to develop strategies to improve special education instructional practice. Funding from Title 1 will be used to provide funding for weekend and after school workshops and seminars.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal and assistant principal will oversee the implementation of Scholastic Code X, Pearson Mathematics, LitLife and Teacher's College programs. A trained LitLife coach will provide professional development to teachers in grades K-5 and Network CFN 406 will provide professional development and training to staff in grades 6-8 and arrange for school intervisitations to observe exemplary literacy programs. The Extended Day and after school enrichment programs will be supervised by the principal and assistant principal. The principal and assistant principal will coordinate the programming of staff to attend professional development in literacy (general education, ELL and special education staff). The staff will also be encouraged by the school administration to attend weekend and after school professional development workshop and seminars to improve their instructional practice.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. MoSL pre and post; NYS ELA and MATH; and on-going in-class assessments will be used to evaluate progress in the effectiveness of teacher instructional practice in each discipline. If trends exhibit a attenuation of improvement in the delivery of instruction and student growth, refinement and modifications will be made to provide teachers an opportunity to participate in professional growth activities that will address their needs.

D. Timeline for implementation and completion including start and end dates

1. All of the professional development initiatives will begin September 2013 and end June 2014, with the exception of LitLife that will commence October 2013 and end May 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As indicated in Goal #2, the principal and assistant principal will be key players in the programming of professional development and training in the school organization. CFN 406 and the school administration will collaborate to design a professional development plan that will meet the needs of the staff and provide timely opportunities for the staff to attend workshops to hone and refine their professional skills.

Strategies to Increase Parental Involvement

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).

Parents will be apprised about the professional initiatives taken by the school administration and the CFN 406 to improve instructional practice school wide. The school administration will provide periodic reports to the parents during SLT and PTA meetings held monthly in room 225. Parents will also be made aware of school initiatives to improve literacy proficiency via a Principal's monthly newsletter to parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of classroom instructional practice school wide will be aligned to the Common Core Learning Standards (CCLS) to address grade by grade curricular inconsistencies and promote cohesiveness of instruction in P.S. 140 Manhattan.

Comprehensive Needs Assessment

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

During the 2011/2012 Quality Review (QR) and the 2012/2013 Developing Quality Review (DQR), a salient point was made regarding some inconsistencies of instructional practice school wide. Mention was made about some inconsistency regarding running record and conference logs, measures taken to establish differentiation of instruction, student engagement and the need to refine and develop higher order thinking skills questioning during lesson presentations. The grades received on both the QR and DQR was "Developing," which indicates that the school administration and staff must address the cited areas to improve the quality of instructional practice in P.S. 140 Manhattan and assist in pushing the school on to the next level of success and score "Proficient or Highly Developed" in subsequent reviews taking place in the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In order to address the needs assessment, P.S. 140 Manhattan focused on establishing a stringent professional development and training (PD) schedule for the staff in SY 2013/2014. In grades K-5, teachers are programmed to PD offered by LitLife, which focused on exemplary literacy practices that are aligned to CCLS and the best practices espoused by the Danielson Framework. The LitLife consultant meets once a week with the staff and discusses curriculum, instructional practice and plans and prepares demonstration lessons in each of the programmed grade levels. The administration of the school and LitLife director planned the PD for the school year and made clear that the major focus should be continuity of instructional practice grade by grade. Teachers on all grade levels are programmed to visit exemplary programs in the CFN 406 and are given time to debrief and infuse successful strategies in their planning and preparation of lessons. In grades 6 through 8, teachers attended PD workshops in June, July and August 2013 focusing on literacy, mathematics, CCLS and the Danielson Framework. Teachers have also been programmed to attend PD workshops throughout the school year offered by the NYC DOE, CFN 406 and have been encouraged to perfect their craft by attending college and university workshops and courses that emphasize good teaching practices. Each week teachers in grades K-8 meet during their common periods to plan and prepare units of study and discuss modalities that can lend themselves to establish continuity of instructional practice school wide.

B. Key personnel and other resources used to implement each strategy/activity

1. The principal and assistant principal have planned and prepared a PD schedule for the staff for SY 2013/2014. Teachers in K-5 have been programmed to attend LitLife PD sessions from September through June. The middle school staff has been scheduled to attend Common Core PD that focuses on the Scholastic Code X literacy and Pearson mathematics programs. The entire staff are encouraged to attend college and university workshops and courses.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. With the advent of the teacher evaluation program – ADVANCE, the school administration is able to observe teachers on a frequent schedule and provide immediate

feedback for improvement. The emphasis on consistency, alignment of instruction to the CCLS, focus on engagement / rigor / differentiation of instruction and comprehensive planning and preparation are key elements emphasized in all observation write-ups to the staff. Specific suggestions and follow-up steps are included on all observation reports to provide teachers with immediate feedback on ways to improve instructional practice. The school administration also observe the change made by the staff in their daily practice by virtue of infusing the PD training they have received during the school year.

D. Timeline for implementation and completion including start and end dates

1. Teacher observations began in September 2013 and will continue until May 2014. In the interim, mid-year and end of year review of instructional practice will take place with each teacher to modify, refine and improve instruction. The LitLife consultant provides the principal with a weekly overview of the progress being made to address the needs of the staff and strategies and skills that can be used to promote consistency school-wide.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I funding supports the implementation of LitLife and provides the means to train the staff in grades K-5 and supports college and university PD training and professional development. Tax Levy funding assists in having the staff attend PD workshops to develop a solid base to implement the continuity of instructional practice school – wide.

Strategies to Increase Parental Involvement

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).

Parents are informed about school initiatives and teacher training activities during PTA and SLT meetings. Additional parent meetings are held during the school year to promote parental inclusion in the instructional practices taking place in the school organization.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Guided Reading	Small Group Instruction	During School Hours, Before School Hours – Extended Day and After School Hours – After School Enrichment Program – Grades K - 8
Mathematics	SMART Board Mathematics Review with Level 1 and Level 2 Students – Problem Solving and Critical Thinking Skills	Small Group Instruction	During School Hours, Before School Hours – Extended Day and After School Hours – After School Mathematics Enrichment Program – Grades K - 8
Science	SMART Board Science Review with Level 1 and Level 2 Students and Hands – On Experimentation	Small Group Instruction	During School Hours, Before School Hours – Extended Day Program.
Social Studies	SMART Board Social Studies Review with Level 1 and Level 2 Students and Interpretation of Document – Based Questions and Facts	Small Group Instruction	During School Hours, After School Hours – After School Social Studies Enrichment Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided by Guidance Counselor and School Psychologist to Students Identified as High Risk – Behavior Modification Skills and Self Image Counseling	Individual and Small Group Counseling	During School Hours and Extended Day Program

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
At P.S. 140 Manhattan, we endeavor to hire Highly Qualified Teachers (HQT) who are prepared to meet the challenge in providing quality instructional to our students. The school organization is comprised of diverse student cohorts (general education, special needs and ELL) that require well prepared and highly structured teachers to meet the needs of our students. The Teacher Hiring Committee utilizes a check-off list of important characteristics needed to be a successful profession in the school organization. A review of a candidate's educational and professional training credentials , work experience, commitment to continue to grow as a professional and NYS Certification are determinants in selecting a candidate for an interview for a position in P.S. 140 Manhattan. We seek candidates that exhibit a nurturing professional philosophy; fairness in his/her day to day exchange with students; positive attitude in using verbal praise to engage students in the learning process; creativity in using diverse teaching modalities to motivate and help lift students to the next learning level; willingness to admit mistakes and accept positive criticism and suggestions for professional growth and one who has high expectations and understands that all students can succeed academically.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff will be programmed to attend professional development and training sessions / workshops during the 2013/2014 school year. Since P.S. 140M is participating in the Common Core Curriculum in grades 6 through 8, staff in the middle school will attend Scholastic Code X and Pearson Mathematics workshops provided by the NYC DOE and CFN 406. Teachers in grades 6 through 8 have already attended several workshops and are scheduled to follow-up on subsequent sessions. The staff in grades K through 5 has opted to participate in Teacher College literacy and Investigations mathematics professional training. The literacy program in K through 5 is also being augmented by providing in-house training by LitLife to refine the strategies used in the Teacher College Whole Language Program in daily instructional practice. The principal and assistant principal have encouraged teachers (new and veteran staff) to attend college, university or organizational professional development and training. Several teachers have already taken advantage of this opportunity and have enrolled in workshops offered by the UFT and local institutions of higher learning. The focus of all training and development is to improve instructional practice, provide a foundation for enhanced planning and preparation and establish a professional community of educators that align instruction to the CCSS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Since P.S. 140M is a Title I SWP school, the majority of funding is used to supplement the intervention and enrichment services offered to students. 15% of Title I funding is used to professional development and training to meet Highly Qualified Teacher status. Approximately 25% of Title I funding has been designated for in-house training by LitLife, which began in September 2013 and will continue until June 2014. The funding for Students in Temporary Housing (STH), Title III and a percentage Tax Levy funding is used to establish after school programs to provide academic service in literacy, mathematics and ELL instruction during the school year. The middle school 21 st Century Program provides for additional funding for after school enrichment programs that focus on the needs of youngsters in grades 6 through 8.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The curriculum in the early childhood programs in P.S. 140M are aligned to the CCSS and easily transitions to the school's middle school program. Teachers have weekly curriculum meetings to discuss and have dialog regarding the early childhood program to ascertain continuity of instruction. A planning and discussion session is also held one time per month that include teachers from K through 8 to ascertain continuity of instruction on all grade levels. Teachers refine and modify instructional approaches that will fall in line with the school's philosophy of maintaining a continuous educational approach for students in the school organization.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

In June 2013, meetings were held with the staff to discuss MoSL assessments. A selected team of teachers, elected by the staff, became part of the MoSL Assessment Team. The team, comprised of teachers and the school administration, reviewed the various assessment options available to the school. It was decided that the short time frame would necessitate the school participating in the "Default" mode established as an assessment option. In September 2013, teachers in K, 1, 2, 3, 6, 7 and 8 administered the NYC DOE MoSL assessments. Students in grade 4 were designated to use the NYS ELA and MATH pre and post test results as the assessment determinant on that grade level. In addition, teachers in P.S. 140 Manhattan administer on-going teacher-made and program designed assessments to gauge instructional practice, intervention and student progress. Teachers also use the results of the assessments to plan and prepare lessons that include authentic differentiation of instruction.

The school administration and the MoSL Team attended professional development and training focusing on assessments during the spring and summer of 2013. When the MoSL Team met with the staff in September, a decision was rendered to participate in the "Default" mode in SY 2013/2014. The MoSL Team meets periodically to discuss assessment options that may be implemented in SY 2014/2015 and results of the baseline data scored by the classroom teachers in the MoSL assessed grade levels.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 01	Borough Manhattan	School Number 140
School Name PS 140 Nathan Straus Prep School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Esteban Barrientos	Assistant Principal Carmen Fulford
Coach	Coach
ESL Teacher Ming Liang	Guidance Counselor Debra Stern
Teacher/Subject Area Lina Norena	Parent Cynthia Cartegena
Teacher/Subject Area	Parent Coordinator Gondolfa Santos
Related Service Provider Jiyoung Cha	Other
Network Leader(Only if working with the LAP team) Karen Ames	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	393	Total number of ELLs	54	ELLs as share of total student population (%)	13.74%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
SELECT ONE														0
Total	1	0	0	0	0	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	19
SIFE	11	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	19

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	18	4	2	17	3	5	19	4	12	54
Total	18	4	2	17	3	5	19	4	12	54

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	6	3	1	1	9	9	11					49
Chinese							2	1						3
Russian														0
Bengali	1				0	1								2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	4	6	3	1	2	11	10	11	0	0	0	0	54

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	0	0	0	0	2	0	4	2					11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	4	2	0	1	1	2	4					16
Advanced (A)	2	4	2	2	1	0	10	5	5					31
Total	6	5	6	4	1	3	11	11	11	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2			3
4	1	1			2
5	9	1			10
6	5	3			8
7	11	0			11
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			3						3
4	2		1						3
5	10				1				11
6	5		5						10
7	12								12
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		1		0		1
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools PS 140 is using to assess the early literacy skill of the Ells are Fountas and Pinnell, DRA and TC. These data show the teachers an in-deep view of the students in all language areas. The results of the data provides informatio about students' strengths and weaknesses. The teachers will utilize these data to drive instruction, planning guided teaching groups and to individualize instructions. The LAP team members use the LAB-R, NYSESLAT, ELA, Math, ECLA, Formal and Informal reading record to analyze the students' progress and needs. The school LAP team reviewed each set of subtest scores from the NYSESLAT, LAB-R and Interim assessment from last year for weaknesses and strengths before planning the schedules for the year.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

As indicated by the data reviewed by the school team in September 2013, the patterns of the final NYSESLAT and LAB-R scores in proficiency and grades exhibit improvement in Literacy and Language. As indicated by the test results of the ELA, and NYSESLAT, and Math test, the results showed that the students receiving ELL instruction need more interactive learning skills, critical thinking, and independent practice in grades K – 8. The Math test indicated that newly arrived and SIFE students performed better with the translated version of the test. Thorough planning will focus on the need of students specifically in the area of listening, speaking, reading and writing. New York State Science Assessment Spring 2013 scores for grades 4 shows that the Ell who had taken the test showed that she is on grade level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

No sub-test scores available.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The school leadership and teachers are reviewing ELL interim assessments to identify the skills areas to address in the general education setting, with the ELL population. After reviewing the data, the school discovered that the SIFE, Ells with less than two years of Ell services and Ells with disabilities require more times to master the English Language. They make great improvement in listening and speaking, but require more practice in reading and writing. For the newly arrive students, works in their native languages in the classroom will be accepted as a form of measurement for the new students since they do not have to take the ELA test as a first year Ell. The new students will be included and involve in all classroom activities. The students in PS 140 does not take Native Language Tests.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

NYSESLAT, NYS ELA and MATH scores, Periodic Assessments designed by classroom teachers, Guided Reading Running Records are used to provide intervention in a general education setting for students in P.S. 140 Manhattan. Teachers meet periodically to discuss student progress and modify approaches of instruction for students in need of interventiion. The school's IEP Team also convenes meetings with teachers to provide them with strategies and methodologies that can be utilized in the classroom as a means of Response to Interventiion (RTI). The basic premise in RTI at PS 140M is to provide students with interventions that will help augment their academic success, without having to refer students to the IEP Team for a special education referral.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The teacher makes sure the child's second language development is included in the instructional decisions by using multiple entry points; visual, cultural experience(objects and materials that are related to the content of study), and pairing the child's with a buddy with similar experience, background knowledge and languauges.The teacher uses words and phrases in context to help bridge learning gap. The newcomers and the SIFE students will be involved in all aspect of learning, and work will be accepted in their native languages to measure their growth and mastery of the content knowledge.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not applicable to PS 140.

- 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the program will be evaluated through the progress students make in formal and informal assessments, class project, class work, the NYSESLAT, NYS Math, and ELA results.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

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

- 2. 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.

2. The Ell teacher will conduct the parent orientation with translators available and the parents will watch the video from the DOE website using the smartboard. Parent will be offered different time slots for parent orientation to meet the needs of the parents(Before school begin, during lunch hours, after school hours, or time specified by the parents). During the Parent's

Orientation, the ELL teacher will inform the parent's the 3 different program choices. Parents will have the opportunity to ask questions before choosing their placement of their children. Parents will be given the choices to place their children in ESL, Bilingual or dual program. After the Parent's Orientation, the ELL teacher will collect and review the parent's selection form to analyze the trend of parental decisions. After analyzing the trend, the ELL teacher will speak to the new parents for their opinion of placing children in a bilingual program if we have enough students to form such a program. Parents who choose to place their children in a bilingual program or dual language program will also be inform that PS 140 does not have a Bilingual or Dual Program. If they wish to have a bilingual or dual language program, we will create these program. If they wish to select another program, and if we do not have enough students to form a bilingual program, we will help them to find a school that offers that type of program as per Aspira Consent Decree. All materials use in the parent orientation will be in English, Chinese, Spanish, Bengali, and Indonesian. The translators will inform and explain to the parents of the different programs they can choose from when their choices of program is not available within the attending school. Then, the parents will have the opportunity to either fill out the form at the orientation or take it with them and fill it out at home. If parents choose to place their children in the bilingual program, the school will provide them a list of schools where they can transfer their children to. The ELL teacher and the Parent Coordinator also work in partnership to reach parents by phone calls, and face to face meeting. Parental choices will be honored as per Aspira Consent Decree.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

Copies of the entitlement and placement letters will be send to the parent through the mail to inform the parents of the newcomers before and after the parents' orientation to notify parents of the placement for their children for school year 2013 - 1014.

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.

4. In September, the ELL teacher will print an ATS- RLAT report to review the data of the NYSESLAT test. An RLER report will also be printed to determine LAB-R eligibility. All HLS will be reviewed to determine correct language code before testing. Parents will be inform of the testing and results. Entitlement letters will be sent home with the students to inform their parents of continued service. Non-entitlement/transitional letters will also be sent home with students to inform their parents of their children's progress. After testing is completed, parents' orientation letters for the newcomers and continued service will be sent home with children. Parents will have the oppotrunities to explore the different options available. The ELL teacher will explore the topic of placing children in bilingual and dual language progrm if we have enough students and get feedback from parents. The ELL teacher will collect and review the parental survey for the trend of decision. Parents will be informed of the program offered at P.S. 140 during parent's orientation. Parents who wish to place their children in other program structures will be provided with transfer options if we do not have their choices of placement. Letters will be sent and phone calls will be made to

inform parents of the meetings, student progress in their native languages throughout the school year. Parents will be invited to come and celebrate their children's reading and writing celebration, publishing party. After reviewing the parent's selection survey, the ELL teacher distribute the entitlement letter to the newcomers to take home. Parents are welcome to call the school if they have any question regards the placement in the ESL program. The ELL teacher has a checklist with all letters being send home with students. The ELL teacher also has a list with student signatures for those received the continued entitlement letters. PS 140 honors every choice they parents make. After reviewing their parent's selection, we discovered that all parents of the newcomers have selected to place their child in the ESL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ELL teacher prints an ATS reports(RLAT, and RLER) to create a complete list of Ells to be tested for the NYSESLAT. The ELL teacher groups the students by their proper levels. Then, the teacher send letters home to infom parents of the upcoming tests and dates.

6. 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.) 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. 

6. After reviewing the parent survey and program selection forms for the past two years, the school noticed the trend in program selection for the English Language Learners is E.S.L. model only. The parents have been requesting to immerse their children in an English only environment. All letters are on file. As for the school year of 2013-2014, all 6 out of the 6 parents have chosen to place their children in the ESL program only.

The program at P.S. 140 is completely aligned with the parents' choice of the ESL model, which focuses on the need of the children which involves more conversational practice in English, reading and writing, and critical thinking as part of their daily learning. E.S.L. program at P.S. 140 incorporates all of these requirements into its program. The school is focusing on fostering academic achievement, as well as social achievement of all English language learners. The ESL program also utilizes the balance literacy program and uses mini- lessons to differentiate instruction to reach all learners of Ells. Parent orientation sessions will be held in September 2013 to welcome new students and to inform the parents of their children's academic progress. Other orientation will also be held throughout the years to welcome newcomers and keep parents updated on their children's progress. One to One orientation for new admits were held with translators available throughout the year to provide assistant to parents. Other meetings will take place throughout the year to reach parents and to share the accomplishments of their children.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The program offered at P.S. 140 is a freestanding pull-out program. There are 54 students ranging from grades k -8 currently in attendances. 11 of these students are SIFE students in grades 5 - 8, 19 long - term Ells, and 19 Ells with special needs. The ESL teacher groups the students by their proficiency levels to meet the need of the students. The Ells attend all science and other programs with their classes during the day. The beginning and intermediate level students in the pull-out program receive 360 minutes of ESL per week while the advance students receive 180 minutes of ESL service per week. The program is organized by the student's proficiency level such as beginner/intermediate for 360 minutes of service, and advance level for 180 minutes of service. The kindergarteners are group into one group. The students are group by proficiency levels and mixed grades with no more than three cross grade levels.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. We have only freestanding ESL program. However, native language support is available in the classroom and ESL class. Student work will be used to evaluate the students' reading and writing ability for instructional purpose. The teachers will use the data she collected from the students to plan and differentiate instruction according to individual need.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. The Ell teacher works with the classroom teachers to create teacher assessments and rubrics to assess the Ells appropriately throughout the year, within every unit, and every lessons through either orally, collaboratively, or written assessments and assignments.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. English language development is strengthened through participation in English through active participation and interactive learning, and scaffolding instructional strategies. To enhance listening and speaking skills, the teacher uses total physical responses, poetry, chants, role plays, debate, and verbal story telling with puppets in the classrooms. To promote reading and critical thinking, semantic map, guided reading, shared reading, and reading workshop are included in the weekly instructional approaches. Listening centers are also available in each classroom to accommodate each reader's reading ability. To promote writing, writing workshop, shared writing, story writing, book publishing, and book review written by students are also part of their daily learning. To enhance content area learning, the teachers also utilize different forms of graphic organizers like the Venn diagram, compare/contrast chart, KWL chart, hypothesizing chart, to activate the students' prior knowledge, to bridge the gap of learning to make content and language instruction more comprehensible. In addition, trade books and pictures books, visual aids are used to address each theme. The content areas are being taught through mini-lessons, teacher modeling, interactive learning, shared learning, cooperative learning, and student presentation. The teachers also include cooperative group by group students of different abilities to promote interpersonal and intrapersonal development. Students also have the opportunity to conduct experiments and group projects, oral presentation to present their understanding of the content through their level of abilities.

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

7. 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?

Paste response to question here:

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

The teachers of Ell -SWD also implementing close reading, shared reading, and Think-Pair-Share model to reach all students of learning needs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. M140 Nathan Straus will review its current professional development plan and adjust it to ensure appropriate coverage of content and support relevant to the instruction of SWDs and ELLs, with a specific emphasis on differentiated instruction. A majority of teachers have scheduled formal/structured time for collaboration among general education and special education teachers. Teachers will implement appropriate instructional strategies for serving ELL – SWDs using language learning goals and data-driven instruction. In addition, Teachers will be reviewing data collected among the members of the inquiry team, with collaboration among general education, special education, and ELL teaching staff. Together, the staff will receive support in multiple forms, including coaching, instructional leadership, staff with specialized expertise, collaboration, and professional development. Teachers evaluate student work to gather data regarding the instruction of SWDs and ELLs to determine areas in which the needs for differentiate are greatest on instructing Ell - SWDs, including the following areas of focus:

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

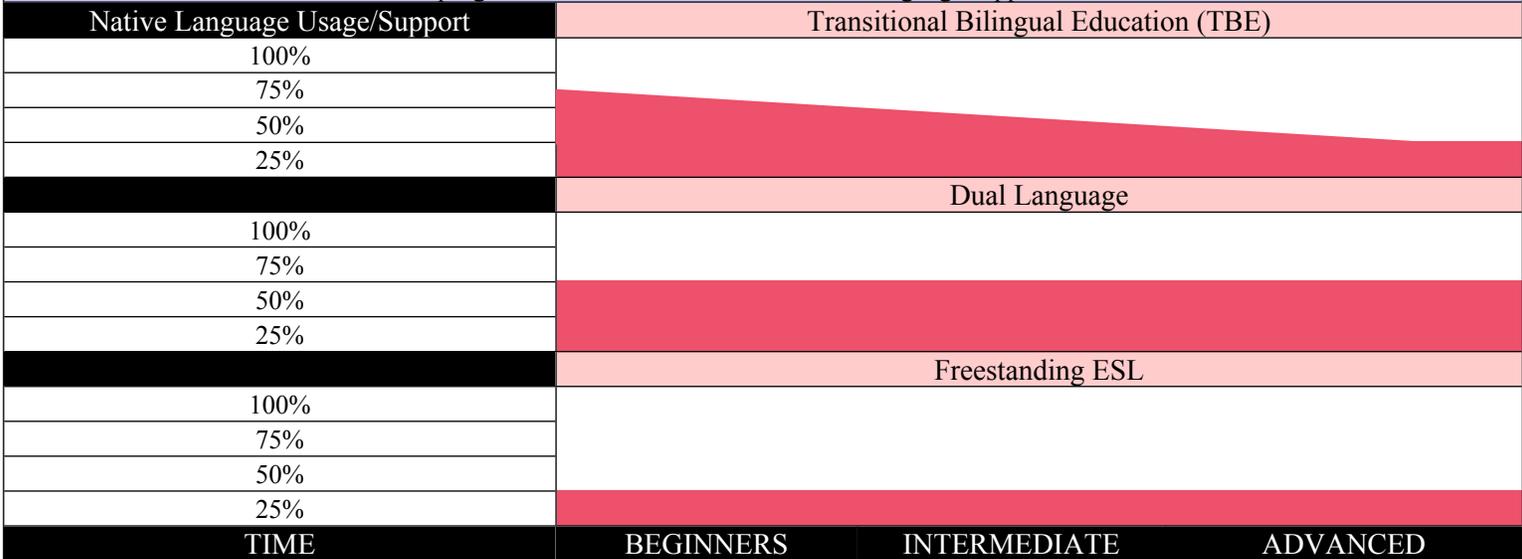
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

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

9. 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.

The targeted intervention programs for ELLs in ELA, mathematics, and other content-area subjects receive AIS during administrative prep with specialist and classroom teachers, 21st century academic program, and after school for literacy and math intensive instruction. The standard-based teaching, high expectations and accountability have helped bring focus and attention to key elements necessary for improving student achievement. A common curriculum for each grade, helps boost students' learning, and greatly strengthens their basic foundational skills. Strong professional development gives the teachers the knowledge and skills they needed to successfully teach challenging and needy students. Improved instructional practice enhances student achievement as well. For all newcomers, writing in their native language is accepted for assessment purpose. Additional enrichment will be provided during the ELL teacher's and the classroom teachers' weekly administrative periods and in an Extended School Day Program, which is funded through Title III.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The staff at P.S. 140 celebrates the students' personal experiences and culture. We include the students' background knowledge and personal experiences in our daily teaching. We accept writing in their native languages to assess the students learning progress. The staffs use graphic organizers to scaffold instruction to bridge the gap of learning. Native languages materials are available in the classroom and school library. The library also has a listening center to accommodate the newcomers, and lower

level

readers. There are also software programs available to enhance listening, speaking, reading and writing in the school library. The teachers provide a fun, positive learning environment that engages students to become active learners. For the newly arrive students, works in their native language will be accepted as a form of measurement for the new students. The new students will be included and involve in all classroom activities. The school leadership and teachers are reviewing ELL interim assessments to

identify

the skills areas to address in the general education setting, with the ELL population. In conjunction with the ESL teacher, decisions

are

made to help augment the effectiveness of literacy lessons presented to ELL students in P.S. 140. The teachers also work with the SIFE students after lunch/preps, lunch and learn to provide additional instruction for SIFE, extended school day at 8:00am with classroom teachers for differentiated instruction, and Title III after school program for literacy and math instruction support.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

None. The program in which the ELLs have participated last year will be available this school year. It is accessible by ELLs of all proficiency levels.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. The plan to support SIFE students who are in the school system for less than three years, and for long-term ELLs is to provide enrichment and support across content areas during daily lessons as well as placing students in extended program. Students with interrupted formal education have been serviced by the E.S.L. teacher. The students are placed in Extended Day Program and Title III for extra services. The paraprofessionals also provide ELLs with smaller group teaching using the Look, Listen, Read, and Write Program. The students also receive enrichment from teacher during administration period, receive service from the reading teacher, reading intervention teacher, and the ESL teacher. As students who have been identified as having special needs, they will receive services from SETSS teacher as well as services from the reading specialist, reading teacher, extended day school, AIS, and ESL teacher. For struggling long-term ELLs, parent conferences have been conducted by the intervention team. Evaluation will be conducted by the AIS team to assess their needs for proper placement.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials);

list ELL subgroups if necessary)?

14. The instructional materials we have available to support Ells are Reading A-Z in the content areas, Raz-Kids visual-audio books on line, Sunburst read and write, Write out loud, Books on tapes and CDs, Word making, Read to me, and Science explorer on line, Leveled reading libraries, National Geography, author studies, and books of different genres. Resources that are used to support specific Ell needs, to promote oral language, listening, reading and writing are, Let's Talk about It, National Geography, I opener trade books, Grade 3 science libraries, Ladybugs magazine, Highlight magazine, informational magazine with internet access, computer software for different content areas across the grade levels for Ells ranging from newcomers to advance levels.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Books in Chinese, and Spanish are available in the library. English/Spanish and English/Chinese dictionaries are also available for open access to students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16.

The required services support and resources correspond to the Ells' ages and grade levels. We have high interest and visually supported materials to support Ells of different proficiencies and needs. The ESL program also uses the program Making Meaning to differentiate instruction, foundations/CDs, books on tape of different genres, Exploring sidewalk science program, Sunburst software such as: Sunburst reading program, Reading for meaning program, Text clues, match and make, Reading, Thinking adventures, Sidewalk Science, Exploring Science across the content areas, and Read and Infer reading program on CD. Teacher differentiate instruction by teaching struggling readers reading comprehension strategies, concentrate on their personal skill gap.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17.

The parents of the Ell students will also be invited to visit the classroom and participate in students' writing publishing celebration, to share the students' learning progress. The teachers have open door policy to welcome the newcomers and parents into their classrooms and take a tour around the school with the counselor and the Ell teacher. The Ell teacher provides the parents and students the opportunity to review some of the work by Ells at PS 140 to provide them a better understanding of the structure and learning process of the Ell students. The Ell teacher and parents also explore the different ways parents can help their children at home. Most newcomers enter the school system after school begins. For those students who arrived after school begin, the school provide extra services during extended school day and during after with the Title III teacher.

18. What language electives are offered to ELLs?

18. There are no language elective in P.S. 140.

19. For schools with dual language programs:

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

Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The Personnel of ELLs will attend the Network monthly meetings with the ELL teacher. The classroom teachers of ELLs meet with the ELL teacher during common prep and before/after school to discuss teaching strategies and evaluate student work. The teachers will conduct site visit to learn from peers in the lab school. Teachers will attend profession development in reading and writing workshop with LIT LIFE, CFN, classroom visit, Core Curriculum Lesson Design with ED Gilligant every Wednesday, Code – X staff developer will provide training for middle school staffs and Math Development with Sandy IBender, and the Director's visit.

2. The Lit Life Literacy Institute focus on the CCLS and the NYC Instructional initiatives (planning Units of Study for Reading and Writing Genres, Nonfiction/Informational, and Argumentative Writing. The schedule for the Elementary level will be 9/18/13, 9/25/13, 10/9/13, 10/16/13, 10/30/13, 11/6/13, 11/13/13, 11/20/13, 11/27/13, 12/4/13, 12/11/13, 11/18/13, 1/8/14, 1/15/14, 1/22/14, 1/29/14, 2/5/14, 2/12/14, 2/26/14, 3/5/14, 3/12/14, 3/19/14, 3/26/14, 4/2/14, 4/9/14, 4/23/14, 4/30/14, 5/7/14, 5/14/14, and 5/21/14.

The teachers of ELL will also attend the workshop provided by the CFN in instructional expectations for ELLs, Authentic Assessments For ELLs, Building Academic Language, Persuasive to Argumentative Writing, and Collaborative Inquiry. The dates for the workshop will be 9/26/13, 10/31/13, 11/5/13, 12/18/13, 1/30/14, 3/27/14, and 6/5/14. The middle school teachers will be attending Code - X Common Core training. The dates of the workshop will be 7/12/13, 10/7/13, 1/6/14, and 3/4/14

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

Professional opportunities are offered to all teachers through the school as well as E.S.L. workshops offered by the E.S.L. specialist from the Department of Education such as 1) Differentiation of instruction within the content areas with ELLs, 2) Informal assessment of ELLs, 3)How to group ELLs for higher learning, and 4)Vocabulary Development for ELLs in the content area. The background knowledge is sustained through professional development at meeting for planning and discussing student's needs and issues. The math, literacy coaches, and ESL teacher plan workshops during lunch, after school, topics include grouping, assessment, units of study with differentiated instruction strategies.

4. The school also ensuring every staff member has received 7.5 hours of ESL training or 10 hours for special education teacher in strategies in teaching ELLs. New teachers will attend whole day workshops offer by BETAC and the special education department. The ELL teacher keeps a list of all teachers who have completed the minimum 7.5 hours of ELL training. The teacher updates to ensure all teachers meet the mandated requirement.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The school will have the parent coordinator to get connected with the parents through parent workshops, curriculum orientation, flyers, student orientation, and outreach to the neighborhood. Parents of LEP students will be notified at the beginning of the school year regarding related information, and materials will be distributed to parents in English, Spanish, Chinese, Bengali and Russian, or whatever language they understand. Orientation for the parents of ELL students will be held in September of 2013 and February of 2014 with translator available in Chinese, Bengali, and Spanish. For newly enrolled LEP students, parents will be notified by letters before and after assessments. The ESL teacher will set up orientation sessions to involve parents in the education of the English language learners to enable them to reach a higher goal. The orientations will provide parents an overview of the State standards, assessments, school expectations, and general requirements for the free standing ESL program. The orientation will be scheduled for different dates and time to accommodate the working parents. Translators will be available during the orientation sessions.
 2. The Parent Coordinator has partnered with the Hospital for Special Surgery, Lower East Side Family Clinic, Puerto Rican Alliance, Educational Alliance and Grand Street Settlement to provide workshops to the parents during the school year. The PTA also provide workshop, Learning Leaders, to train parents who want to volunteer in their child's school.
 3. During the school year, the PTA meets with the principal and discusses the concerns and needs of parents in the school. The PTA meeting acts as a forum to discuss issues and explain steps taken by the school administration to clear up the concerns of the parents. The monthly School Leadership Team meetings also address the goal, objectives and concerns brought to the table for discussion and follow-up. The parents are encouraged to complete the annual Learning Environment Survey (LES) to address their concerns, the safety of the school and the positive learning environment that exists in P.S. 140M.
 4. The Parent are encouraged to complete the assessment at the end of the workshop to address their concerns and needs. The parents are also encouraged to complete the annual Learning Environment Survey (LES) to address their concerns, the safety of the school and the positive learning environment that exists in P.S. 140M. There is a questionnaire box in the PTA office where they can drop in their needs and concerns throughout the year.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Nathan Straus Prep

School DBN: 01M140

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Esteban Barrientos	Principal		
Carmen Fulford	Assistant Principal		
Gondolfa Santos	Parent Coordinator		
Ming Liang	ESL Teacher		
Cynthia Cartegena	Parent		
Lina Norena	Teacher/Subject Area		
Jiyoung Cha	Teacher/Subject Area		
	Coach		
	Coach		
Debra Stern	Guidance Counselor		
Karen Ames	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M140 School Name: Nathan Straus Preparatory School

Cluster: _____ Network: 406

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

Part A: Needs Assessment Findings

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

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

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

The major findings of the school's written and oral interpretation needs indicate that some parents are in need of translation and interpretation services. P.S. 140M is able to provide translators in Spanish, Chinese and Bengali. Letters and notices are provided in the native tongue of the parents. The findings related to the school's translation and interpretation needs have been reported to the School Leadership Team (SLT) and PTA.

Part B: Strategies and Activities

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

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

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.

The school will be responsible for providing interpretation services to parents who require assistance. The services will also include information related to parental rights, curriculum, testing, and student progress and welfare. Signs and posters will be placed in strategic areas in the school building indicating translation and interpretation services. The postings will also include the names of translators and interpreters in the school.

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>.

It is the intent of P.S. 140M to provide the needed translation and interpretation services to parents to enable them to be fully engaged and play an active role in the education of their children.

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: Nathan Straus Prep of Humaniti	DBN: 0M140
Cluster Leader: Chris Groll	Network Leader: Sandra Latrico
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 140 implemented a Title III Extended Day Enrichment Program for 18 (Grades 3- 8) ELL students needing further language skills development, academic improvement and social adjustment. The criteria we used to select the 18 ELL students for the Title III program based on the number of years they have been receiving ELL service, their progress and needs. We took a look at their ELA, Math, and NYSESLAT test results as well as classroom performances when determining their needs for the school year of 2012 – 2013, and as well as for the school year of 2013 - 2014.

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

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

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

Elementary School Group: 3rd grade – (2 low intermediate), 4th grade – (2 low intermediate), 5th grade (6 Intermediate)

The 3rd and 4th graders will be grouped together for math and guided reading. The teacher will also conduct read aloud as a group to practice reasoning and questioning. The 5th graders will have hands on math activities to enhance their math learning.

Part B: Direct Instruction Supplemental Program Information

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

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

The Title III program service provider is, Ming Liang - ESL teacher in P.S. 140. Ms. Liang worked collaboratively with the classroom teachers to design an enrichment program that would meet the needs of the ELL population in the school. It is projected that the same type of Title III program will be offered to ELL students in SY 2012 - 2014. The focus of these activities is to enhance academic achievement through active engagement and hands-on activities. The goal of this program is to provide students more opportunities practicing their English in a smaller group to help promote higher self - confident. The students will apply their strategies to work in different settings. The students will learn to observe, analyze, and conduct non - fiction research to create their final project. Research indicates that using language in different contexts help students acquire language skills through explicit instruction for ELL's (Cummings, 1996). When the teacher supports the students in a school environment, it demonstrates that learning will take place and the students will be working within his or her zone of proximal development (Vygotsky, 1996). Research also shows that it takes more than 3 three years to learn a new language. Students need to be exposed to language skills and activities that focus on the student needs. Dramatized activities, illustrations, a visual stimulations not only motivate students to be active learners, but it also augments student self - esteem. The proposed Title III program will be offered to ELL students after school hours. Students will attend the program four days per week - 2 hours per day - 27 weeks. The program will service 18 ELL students selected by the ELL teacher (Level I and Level 2 students). At the end of the program, the ELLs will have the opportunities to present their books and math projects orally to the class using all their newly learned strategies.

The materials we will be using for The Title III program are National Geographic for Kids, Reading A-Z (aligned with core curriculum), Raz-Kids(Reading intervention resources, and on-line reading), Impact math kids, Tercs math activities(Hands-on activities, and Write Out Loud. Literacy Activity Kit (reading and math activity materials) such as count toward one hundred books and kit, double, square numbers and finding factors in multiple ways to problem solves.

Part C: Professional Development

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

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

Begin description here:

The ELL teacher in conjunction with the teacher leaders will develop professional opportunities for

Part C: Professional Development

the staff after school during SY 2012 – 2013, as well as in SY 2013 - 2014. A study group activity for teachers will be conducted to provide them with strategies that could be used in general education and special education classes to address the language development needs of the school's ELL students. The study group, as was design in SY 2012- 2012, will meet on Friday for a total of 7 sessions - 1 hour per session. At the end of the study group sessions, the staff attending the sessions will enumerate a list of ESL strategies that could be used in the content areas in general classes by monolingual teachers. The staff that participate in the study group will be compensated at a per session rate, with school fund, not the Title III funding source.

The teachers who will be part of this study group are: Kelsey Eagan, Sara Hillmer, Susan McMullen, Nicola Hannoman, and Laura Schaefer. The ELL teacher, Ming Liang will be the provider of the study group.

The topic to be covered will be: Looking at student work, assessment, grouping, differentiated instruction using different organizers and mini - lessons, and hands on math activities.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

At the beginning of the school year (SY 2012 - 2013), parental orientation sessions were held in the school's auditorium and PTA room, which focused on explaining the ELL Program at P.S. 140. Parents were also informed about the various ESL, Bilingual and Dual Language Programs in the region. Parents were informed that they had the option of placing their children in other programs, which best served their needs. However, none of the parents who were given options elected to remove their children from the ESL program in PS 140. Parent Orientations sessions were offered in September, October, and as well as November, December 2012 and February, March, and April 2013. In addition to providing parents with program orientation, the sessions also provided insight into the important of parental involvement in the school, student assessment, and academic achievement of ELL students. Parent workshops will focus on how parents can assist students in attending better language skills at home and in the community through classroom activities which both the parents and students will participate together.

The workshops will focus on student assessment, social adjustment and special events in the school. The school will provide written translation of all letters forwarded to parents during the school year pertaining to student achievement, parental involvement and workshops. The translated services will be provided by the school's ESL teacher in different native languages. This is a collaboration between the parent's coordinator (Mamie Santos) and the ELL teacher (Ming Liang).

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
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.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		