



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PUBLIC SCHOOL 140
DBN (i.e. 01M001): 08X140
Principal: PAUL CANNON
Principal Email: PCANNON@SCHOOLS.NYC.GOV
Superintendent: TIM BEHR
Network Leader: LISA PILASKI

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
Paul Cannon	*Principal or Designee	
James Walsh	*UFT Chapter Leader or Designee	
Tim Harrell	*PA/PTA President or Designated Co-President	
Nicole Lopez	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	
Heriberto Santana	Member/ SLT Chair	
Nancy Castelli	Member/ AIS Teacher	
Andrea Marsh	Member/ Special Education Teacher	
Deborah Staff	Member/ Speech Teacher	
Antoinette Holmes	Member/ PA Vice President	
Cecilia Ramos	Member/ PA Treasurer	
Valerie Short	Member/ Parent	
Shante Short	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 08X140

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	647	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	24	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.1%	% Attendance Rate			89.5%
% Free Lunch	89.7%	% Reduced Lunch			3.4%
% Limited English Proficient	9.3%	% Students with Disabilities			15.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			35.9%
% Hispanic or Latino	61.2%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	1.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	9.18	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	4.0%	% Teaching Out of Certification			16.0%
% Teaching with Fewer Than 3 Years of Experience	6.0%	Average Teacher Absences			9.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.9%	Mathematics Performance at levels 3 & 4			10.5%
Science Performance at levels 3 & 4 (4th Grade)	67.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of the 2012-2013 included: meeting 100% of our goals, the significant increase of professional development opportunities, the decrease of incidents on the school Online Occurrence Reporting System (OORS), increasing parent participation, fully implementing Charlotte Danielson's framework, and lessons that reflect and demonstrate academic rigor			
Describe the areas for improvement in your school's 12-13 SCEP.			
Maintaining and improving parental involvement,, continue to decrease incidents on the OORS report.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers and challenges encountered included time constraints for professional development due to three new initiatives rolled out simultaneously in the 2012-13 academic year. Another barrier and challenge was scheduling grade cohorts to develop curriculum maps, lesson plans, grade assessments, and CCLS bundles			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We improved our parent participation by doubling parent involvement in meetings, volunteering opportunities, and activities.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barriers and challenges include English Language Learners having migratory patterns and home language barrier. Another challenge includes the lack of accessibility to technology at home.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
To increase NY State ELA and math scores to one third (approximately 31%) of our students will meet or exceed Math and ELA CCLS NYS standards by June 2014. Students with disabilities in grades 3-5, will make at least one year's academic growth in both ELA and Math, measurable by New York State Assessments. English Language Learners will continue to increase one language level as measured by NYSESLAT.			
Describe how the school leader(s) will communicate with school staff and the community.			
The school leader(s) will communicate with school staff through an email thread and The Eagle Weekly (digital and hard copy) and various meetings including but not limited to: Monthly Faculty Meetings, bi-weekly grade meetings and special committee meetings. School leader(s) will communicate with the community through school messenger, The Eagle Weekly, and digital bulletin boards.			
Describe your theory of action at the core of your school's SCEP.			
The core of our SCEP theory of action is based on close analysis of all current NYC Performance Assessments in ELA, Math, SS and Science, Unit Assessments for GoMath and Ready Gen, RTI performance growth and ELL periodic assessments. The data team and teaching teams monitor assessments to identify instructional weaknesses and make necessary adjustments to tailor the instructional delivery. Teachers will maintain a MOSL folder to track students' data. Additionally, each student will maintain a portfolio to chronicle their performance tasks for ELA & Math and select their own learning goals.			
The data team will support the teaching teams by providing current and timely data from all standard assessments. The School Grade Leaders spearhead common planning weekly agendas. Using "Tuning Protocols," to insure meeting structure and effective communication teaching teams meet two to three times a week to analyze data, modify lesson plans, and share best practices and establish benchmarks to meet academic goals. These meetings will also provide time for the data team, coaches, and administrators' opportunities to share information and resources with the teams. After reviewing data and student performance, each teaching team will identify an instructional focus for inquiry. Teams will design targeted instruction plans and closely monitor student progress over a six week period. If students do not make progress, a new strategy will be implemented			

and the inquiry process begins again.

Describe the strategy for executing your theory of action in your school's SCEP.

The school community has identified two primary instructional focuses for the year, Universal Design for Learning (UDL) and Text Based Evidence to Support Arguments. UDL was selected because the set of principles for curriculum development give all students equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Our second focus, Text Based Evidence to Support Arguments, is aligned to the Common Core State Literacy Standards. The CCLS for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade require text dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text dependent questions. These two complimentary instructional focuses will be regularly monitored by student assessment data and necessary instructional adjustments will be made accordingly.

List the key elements and other unique characteristics of your school's SCEP.

The uniqueness of PS 140's S-CEP can be characterized by the implementation of technology in all grades, as well as in the public domains of our school. Key elements that encompass PS 140's S-CEP include collaboration amongst grade levels, single gender classrooms in grades 3-5, Boricua College intern program, as well as parent partnership through our Parent Association.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Evidence of our school's capacity includes data, progress reports, as well as Teacher ADVANCE evaluations.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

The Major Recommendation for PS 140 is to develop coherence of instructional practices based on assessment data across content areas and grades to ensure that all students made progress in learning.

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader’s vision	x	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 PS 140 will increase NYS ELA/MATH Scores by 21% to meet or exceed City-Wide levels of 31% both ELA and Math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Using differentiated, tiered, UDL, multiple entry points strategies to teach around Depth of Knowledge (DOK) questions/activities as an instructional focus in the areas of ELA & Mathematics is by way of a “push in/pull out” used for all subgroups with a particular focus on our ELL & Special Education population.
2. PS 140 will initiate a Summer Institute Academy to enrich teachers with professional development and allocate time and supervision to prepare and develop strategies and curriculum for the upcoming school year. Strategies include the review of common core to ensure curricular alignment, analyzing student work and the use of data to flexibly group students and address their individual needs. In addition, the administrative team will provide targeted feedback and support during the academy.

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

1. The following key personnel and other resources used to implement each strategy are as follows: 1. Boricua College Interns provide daily A.I.S. support using Great Leaps (ELA & Math) lowest 10% in grades K-5. 2. Official classroom teachers in grades 3-5 (with support from pre-k – 2 & clusters) provide vocabulary & numerical fluency support aligned with the new CCLS during our 37.5 Extended Day program 3 times per week. Such efforts are also implemented during or Saturday Academy, Early Morning Start (EMS) and Kips Bay after school program. We improved our parent participation by doubling parent involvement in meetings, volunteering opportunities and activities

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

1. The following targets to evaluate progress, effectiveness and impact of each strategy/activity are: Benchmarks & Unit tests via our GoMath Program/ ReadyGen Program, NYC Performance Assessments, running records, monthly progress reports. Inquiry based grade teams meet and analyze periodic unit results in ReadyGen and GoMath to establish strategies that support meeting school wide academic goals.

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

1. By June 2014, all classrooms will be equipped with state of the art technology (ie smartboards & interactive white boards)

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

1. To continue on the consortium of technology in the classrooms by bringing smartboards to the kindergarten classes and interactive white boards to our Pre-k population by completing technology in all classrooms PK – 5.

Budget and Resource Alignment

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

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

The Major Recommendation is to refine curricula to incorporate rigorous academic tasks that promote consistency in instruction so that lessons reflect purposeful groupings tasks that accommodate different learning styles and questioning that maximizes higher order thinking.

Review Type:	QR	Year:	2012	Page Number:	4, 5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	3.3 Units and lesson plans
X	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 85% of teachers’ teams will collaboratively evaluate student work and analyze to refine curricula and make adjustments to instruction to meet the needs of all learners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Strategies include the review of common core to ensure curricular alignment, analyzing student work and the use of data to flexibly group students and address their individual needs. In addition, the administrative team will provide targeted feedback based on their classroom observations and use of the Danielson rubric to improve the quality of the classroom instruction. Teachers will receive additional support in the implementation of UDL (Universal Design for Learning) strategies o meet the needs of all learners and the varying learning styles that exist within our building.

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

1. Teacher & Administrative teams will engage in on-going collaboration and coaching cycles to analyze student work products. We will engage in Professional Development and training that is provided by both our Network, Community Based Organizations and District 8.

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

1. By mid-February 2014, we will assess the following targeted populations: ELLS, SWD’s & African American males. This data will help inform classroom instruction and on-going Professional Development.

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

1. The implementation of this Goal commenced in September, 2013 with the NYC Performance Assessment where baseline data was collected and used to target instruction. The expected completion of the goal is the end of the academic school year, June 2014.

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

1. Teachers are programmed for two (2) periods per week that are used to engage in collaborative planning, curriculum development and analysis of student work. There are also weekly grade leader collaborative sessions, mandated weekly Professional Development sessions (37 ½ minutes) and opportunities for teachers to participate in coaching cycles and inquiry-based learning groups. Additionally, we use the following programs to support our daily instruction before (Early Morning Start) and after school (Back to Basics) enrichment for students: Rally, IReady, Buckle down, and NYSESLAT workbooks . monitoring

Budget and Resource Alignment

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

X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.									
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.									
X	PF AIS	X	PF CTE		PF College & Career Readiness		X	PF Common Core	
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments			PF Parent Engagement	
	PF Positive Behavioral Management Programs				PF RTI			PF Supporting Great Teachers & Leaders	

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The Major Recommendation is to develop coherence of instructional practices based on assessment data across content area and grades.

Review Type:	QR	Year:	2012	Page Number:	5	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 85% of teachers will have a norm understanding the Charlotte Danielson's Framework for Teaching as evidenced by implementation of the four (4) Domains.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 will continue to engage in "norming & calibration" Professional Development, collaborative planning and preparation around the four domains of The Framework for Teaching. The administration will continue to conduct and facilitate on-going feedback sessions with teachers around classroom observations & the new Advance system.

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

1. Teacher & Administrative teams will participate in on-going Professional Development. Additionally, we will utilize support and training from network Achievement Coach/Team & the Cluster 1 Talent Coach.

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

1. By mid-February 2014, we will assess the following targeted populations: ELLS, SWD's & African American males. This data will help inform classroom instruction and on-going Professional Development

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

1. The implementation of this Goal commenced in September, 2013 with the NYC Performance Assessment where baseline data was collected and used to target instruction. The expected completion of the goal is the end of the academic school year, June 2014

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

1. Administrative teams are conducting informal observations and providing actionable feedback to teachers on a daily basis. Additionally, teachers are participating in classroom intervisitations and using the Danielson Framework for Teaching to norm and calibrate low inference notes on a daily basis.

Budget and Resource Alignment

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

x	PF Set Aside	x	Tax Levy	X	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
The Major Recommendation is that PS140 will continue to increase attendance through daily monitoring and consistently contacting families.							
Review Type:	QR	Year:	2012	Page Number:	3, 5	HEDI Rating:	Developing

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.							
	5.2 Systems and partnerships				5.3 Vision for social and emotional developmental health		
	5.4 Safety			X	5.5 Use of data and student needs		

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, PS 140's overall attendance will increase 3.5% from 90%, in 2013 to 93.5% in 2014.							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 increase attendance student attendance, we will utilize the attendance teacher to track and monitor attendance on a regular basis and provide feedback and data to the attendance and administrative teams & identify at-risk students, make phone calls (school messenger System), conduct home visits and create incentives for increased student attendance.							
B. Key personnel and other resources used to implement each strategy/activity							
1. Attendance Teacher, Family Worker, Assistant Principal and Parent Coordinators.							
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity							
1. RAPL Reports and collaboration amongst attendance team will take place on a monthly basis.							
D. Timeline for implementation and completion including start and end dates							
1. Timeline for implementation are monthly reports from September 2013 – June 2014)							
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity							
1. Programmatic resources to increase student attendance are: (a) monthly awards assembly, (b) classroom celebrations, (c) school-wide Eagle Weekly and Bulletin Board Recognitions.							

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
X	PF Set Aside		Tax Levy		Title IA		Title III
					Title IIA		Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .							
X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core

	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
The Major Recommendation for PS 140 Family and Community Engagement is to maintain a culture of mutual trust and positive attitudes between staff and families.							
Review Type:	QR	Year:	2012	Page Number:	6	HEDI Rating:	Developing

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, parental participation will be increased by 10% as evidenced by attendance at parent workshops that afford opportunities and activities that enhance knowledge in CCLS, UDL, text based evidence, Aris, ReadyGen, and GoMath. PS 140 will employ strategic initiatives to continue the progress of parental involvement as well as empowering parents to make instructional and enrichment activities on behalf of their children.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	
1. Strategies/ activities (i.e. Cultural Cuisine Exchanges and parental participation acknowledgment) that encompass the needs of our community through CCLS ELA/Math Parent Workshops, Parent Technology Workshops, exposing parents to the NYS Assessments, Food and Nutrition Workshops, How to help your child at home Workshops, and Helping non-English speaking parents Workshops.	
B. Key personnel and other resources used to implement each strategy/activity	
1. Key personnel and other resources include Math/Literacy Coach, technology personnel, parent coordinator, ELL teacher and outside consultants.	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Targets that will evaluate the progress, effectiveness, and impact of the strategy include attendance at workshops, volunteer logs, parent survey, parental assessment feedback	
D. Timeline for implementation and completion including start and end dates	
1. The timeline for implementation is October 2013 – May 2014	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Details and resources include school personnel to present workshops in State Assessments and CCLS, and technology, ELL etc. Consultants to present Food & Nutrition Workshops.	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
X	PF Set Aside	x	Tax Levy		Title IA		Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	Interactive, repeated readings/Writings I-Ready, Buckle Down, RALLY, Great Leaps	Small Group	Before School, After School, During School day, and Saturday's
Mathematics	Interactive guided math I Ready Buckle Down, RALLY	Small Group	Before School, After School, During School day, and Saturday's
Science	Interactive, repeated readings/Writings	Small Group	Before School, After School, During School day
Social Studies	Interactive, repeated readings/Writings	Small Group	Before School, After School, During School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive play therapy includes drawing, games, handouts, role play etc.	Small group, 1:1	During School Day

**Title I Information Page (TIP)
For School 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 *TA 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.
PS 140 has created a hiring committee of 10 highly qualified teachers representing Early Childhood, Upper Grades and the Special Needs population. The committee employs several strategies used for recruitment and retention of highly qualified personnel, that include some of the following strategies: posting on the DOE open market system, network principal recommendations, in house teacher intern programs and assignments which are based on expertise, licensing, and yearly preference sheets. To ensure that the staff is highly qualified the Professional Development Action Plan address the following pedagogical needs: training in the following areas: smart board, thinking maps, conferencing, portfolio, UDL, Ready Gen and Go Math, Advance (Teacher Evaluation) ESL/Classroom Teacher support and conferencing, Charlotte Danielson Framework, and Portfolio Assessment.

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).
Our Professional Development Action Plan includes Lunch and Learns, Summer Institute Academy, Thursday's 37.5 minute collaborative grade activities, and after school curriculum workshops, designed to meet the expressed needs of the teachers with close analysis of student data (unit assessments, NYC and NYS assessment results and across grade core needs), so that administrators and coaches are providing targeted support in the areas of pedagogical needs and concerns. Additionally, this information will be used to accurately redirect resources to better enhance student learning

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.).
Funds are used to meet the social and academic needs of all of our STH students. The school coordinates and integrates all Federal, State, and/or local funds to provide much needed services like before school, after school and Saturday programs and also providing the basics supplies for school like: backpacks, art supplies, paper pens, glue and notebooks. These funds also provide students' with extra assistance by way of social needs service and counseling.

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.).
Transition plans used to assist the preschool children from early childhood programs to the elementary program include Making Pre-K count (interactive computer based math program), Installing interactive white boards to enhance learning, students are brought to the lunchroom to eat breakfast, , social worker supports PK students and acts as a liaison with parents, Active participants of all School assemblies and programs. School trips are strategically planned for PK students that are aligned to curriculum.

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.
Teachers are strategically included in all instructional initiatives (choosing materials for school program) including class, grade and administrative interactions, and collaborations to support school goals.

TA Schools Only

Use of Program Resources

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

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).

**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 PS 140's 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. PS 140'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 08	Borough Bronx	School Number 140
School Name The Eagle 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 Mr. Cannon	Assistant Principal Mr. Green
Coach Mrs. Castelli, AIS	Coach Ms. Benjamin, Math
ESL Teacher Ms. Gallardo	Guidance Counselor Ms. Rey
Teacher/Subject Area Mr. Williams/Data Specialist	Parent Mr. Harrell, PA President
Teacher/Subject Area Mr. Santana/Technology	Parent Coordinator Ms. Lopez
Related Service Provider Mrs. Staff/Speech	Other type here
Network Leader(Only if working with the LAP team) William Manekas	Other type here

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	1	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	1
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)	647	Total number of ELLs	55	ELLs as share of total student population (%)	8.50%
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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	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	1	1	2	2	2	2								10
SELECT ONE														0
Total	1	1	2	2	2	2	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	11
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	2

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	48	7	11	7	0	2	0	0	1	55
Total	48	7	11	7	0	2	0	0	1	55

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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

**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
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	6	10	8	14	7								50
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	1	1									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1								2
TOTAL	5	7	11	9	15	8	0	0	0	0	0	0	0	55

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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)	5	4	3	2	8	3								25
Intermediate(I)	0	3	6	2	4	3								18
Advanced (A)	0	0	2	5	3	2								12
Total	5	7	11	9	15	8	0	0	0	0	0	0	0	55

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	6	1			7
4	6				6
5	8	4	0	0	12
6					0
7					0
8					0
NYSAA Bilingual (SWD)	4				4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	5		1					10
4	3	3		1					7
5	6	0	5	3	0	0	0	0	14
6									0
7									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	3	1	1	1			9
8									0
NYSAA Bilingual (SWD)	2		1						3

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 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 ECLAS-2 results are used by ESL teacher in order to monitor students' linguistic growth, phonemic growth, decoding progress, and provide insight of reading comprehension strengths and weaknesses in L2 literary growth. This data is also used to provide anecdotes if necessary for additional support referrals.

The Rigby English Language Learner Reading Assessment is also administered by ESL teacher to all ELLs three times throughout the year. This assessment provides students speaking, listening, reading and writing levels. The reading progress is monitored and available in the Data Center in my ESL classroom. Areas of concern are discussed at length by classroom teacher and ESL teacher during grade meetings. New York City Performance Assessments and TEWP Benchmarks are used for the third, fourth and fifth grade periodic assessments.

Teachers use conferencing notes to monitor ELL student's reading progress, concerns and other vital observations. These notes are also shared with parents during Very Important Parent Night (VIP), Parent Teacher Night and if necessary an individual appointment is made with parents in order to discuss support needed at home and or other available supports available in the community (afterschool programs, internet and library resources). The Rigby ELL Reading Assessment is research based and provides data on all four areas: listening, speaking, reading and writing.

We have adopted the Teachers Reading & Writing Project which will be used to assess and monitor phonemic awareness, concept of print, high frequency and other literacy skills. Academic areas of concern and progress are closely monitored by classroom teachers. MOSL observations, strategies and goals are discussed by classroom teacher and ESL teacher. The MOSL (Measure of Student's Learning) folders provide periodic assessment results in math, literacy, science and social studies.

In the classrooms teachers will also be using Measures of Student Learning New York City Performance Assessment for grades k-5. These will be administered at the beginning and the end of our academic year to monitor growth and progress in Math, Literacy and Science. Assessments will be made available in Spanish representing 94% of our ELLs. The Measures of Student Learning New York City Performance Assessments will be used by the MOSL Team (Measures of Students Learning), our inquiry grade and content teams and the RTI Team in order to adjust and provide the necessary academic intervention.

ESL teacher and classroom teachers conference and discuss gains and ESL strategies in order to maximize students' academic and linguistic growth.

Classroom teachers and ESL teacher also discuss health matters that might be noted in classroom for example: health problems (hearing and visual), attendance patterns and other data that might hinder students’ academic and developmental growth.

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

LAB-R results reveal that our current kindergarten ELLs is at the beginner’s level of their language acquisition and development. The L1 LAB-R literacy results were in the beginners/intermediate levels.

The NYSESLAT reveals breakdown of language development strengths and areas of concern in speaking/listening, reading/writing skills. Ninety five percent of our ELLs students achieved progress in all/or most of the modalities assessed by the NYSESLAT. The modality that showed the highest need is reading/writing.

Thirty three percent of our current ELL students are performing at an intermediate level as per our NYSESLAT SP13 LAT English Total. Ten percent of 2012-2013 ELL population achieved proficiency levels and tested out of our bilingual program. Their grades ranged from 2nd to 4th.

The revelation provided by the data indicates that our ELL students performed better in listening and speaking than in the areas of reading and writing.

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](#))

The patterns across NYSESLAT modalities - reading/writing and listening/speaking will be used to differentiate our extended day (37.5 minutes on Monday, Tuesday and Wednesday) with enrichment and supportive instructions. Students will be placed according to their language, literacy and academic skills needs area. Third, fourth and fifth graders ELL students will receive technology, writing, math and reading strategies in small group instruction. The groups are led by our ESL teacher, Technology teacher and Literacy Coach. Our ELL SWD students also attend and participate in the interactive activities that are geared to promote and support academic/literacy growth in L2 with L1 support.

Differentiated instruction is used in all classrooms at P.S. 140. Group activities are aligned to the Common Cores and deliver differentiated individual support in order to meet the individual needs of every student. Peer to peer tutoring is available throughout academic day in students' classroom and ESL classroom. Planning and preparation in classroom is developed with activities that provide ELL students the opportunities to learn and understand content area disciplines. Through the use of Smart boards, (available in most classrooms) ELL students are given additional visual and audio support. Classroom environments are organized to maximize instructional time and foster respectful interactions. ELL students are encouraged to share and take intellectual risks. Teacher's classroom instruction is clear and for ELL support, a buddy system is used for clarity and better understanding of goals and classroom expectations. ESL teacher shared Sp13 NYSESLAT modality results with classroom teachers. ESL activities and classroom practices are given with these results in mind. ELL students are moved from one ESL group to another (meeting the ESL mandates as per NYS Bilingual Laws) based on ELL needs noticed during conferencing by ESL teacher and classroom teachers.

Our school uses the information about Annual Measureable Achievement Objectives to determine the level of success in the English as a Second Language Model that has been achieved in the area of language progression. Our data indicates that we have made gains in ELA and Math based on the points earned in the 75th Growth Percentile on 2012-2013 Progress Report.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The ELL patterns across proficiency and grades are as follow:

- Our newly arrived kindergarten group is 100% beginners (LAB-R language level).
- Our first grade ELLs are in their 0-3 year of service. They are making strides in L2 Listening/Speaking NYSESLAT modality. This grade has experienced the most transferred students. Sixty six percent (66%) are new to P.S. 140.
- Sixty four percent (64%) of our ELL second grade group are at an Intermediate level (Sp13 NYSESLAT English total, eighteen percent (18%) at beginner and eighteen percent (18%) are at an advance level (both students progressed from beginner to advance in one year).
- More than half of our third grade ELLs is at an Advance level, fifty six percent (56%).

- Many of our fourth grade ELLS were last year LEP and they account for 54% of this grade group. Forty six percent (46%) of the group increased one language level from Sp 12 to Sp 13 NYSESLAT English totals.
- Sixty three percent (63%) of our ELL fifth graders are SIFE. High areas of needs are reading/writing modalities (compared to Sp12/Sp13 NYSESLAT School Exam History Report).

B. Classroom teachers and ESL teacher meet and discuss outcome and patterns observed from ELL Periodic Assessments outcomes. During grade meetings teachers share strategies and differentiated activities in order to provide support in students' strengths and areas of during classroom learning time. From the ELL Periodic Assessment, we gain knowledge on the specific math skills and areas of concerns. Group and individual sessions are used to provide support and peer support is used in classroom and ESL classroom.

C. Students native language is used by paraprofessional, classroom, and ESL teacher in order to communicate instructions and support during the language acquisition process. Spanish non-fiction and fiction are available in ESL classroom. Technology labs are used during extended day activities in content areas (Spanish websites). The ESL classroom is also equipped with Smart board and computer with internet. Bilingual Boricua College Interns are assigned to assist with small group and one to one instruction.

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](#).)

At P.S. 140 students' progress is monitored and measured often: City Periodic Assessments offered in students' L1 and English, teacher made assessments, running records and conferencing notes.

NYSESLAT 2013 test results are used to determine students' gain/loses made during 2012-2013. Gains/losses/patterns noticed in the results of all four areas (speaking, listening, reading and writing) are discussed by ESL teacher and classroom teacher. Students' needs are supported and assisted through differentiated individual and group classroom instructions.

Close communication is maintained with ESL and classroom teacher during teachers' classroom inter-visitations and weekly grade meetings attended by administrators. Instructional decisions are also held during other weekly meetings where planning, sharing and academic concerns are discussed. ESL teacher attends our weekly School Intervention Team (SIT). The team members include: Principal, Assistant Principal, members of the School Base Support Team, Guidance Counselor, SETSS teacher, Classroom teacher, Special Education teacher, Parent Coordinator and Speech personnel. Case studies and concerns are shared with RTI Team.

RTI is used to give students the necessary supports in literacy and math. The AIS Coordinator and Boricua College interns use Great Leaps Curriculum for phonemic and reading comprehension support. The service is provided three times a week in a small group setting. Referral is based on baseline assessment results, attendance, prior academic achievements (held over), ELLs academic needs, teacher recommendation and the New York State English as a Second Language Assessment Test 2012-2013 results. At this time our target population is Kindergarten through third grade. Our goal is to enhance basic literacy skills and to increase their reading levels and abilities.

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

ELL students are placed in monolingual classes with teachers that comprehend the students' L1 in their respective grades. ESL teacher maintains close communication with classroom teachers and L1 content and vocabulary support is provided in ESL activities during the day and throughout all supportive academic programs. Classroom teachers scaffold content material by providing many learning opportunities in their language acquisition process. Classroom teachers use Go Math ELL Components and manipulatives during math time and L1 support academic materials are used in the ESL classroom.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

NOT APPLICABLE

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

Primary results from NYS ELA 2012-2013 showed we had thirty nine ELLs (3rd, 4th and 5th graders). Ten students were LEP (Limited English Proficient). Thirteen of the remaining students met the promotional criteria, 44% of ELL population.

Primary results from NYS Math 2012-2013 showed we had thirty nine ELLs (3rd, 4th and 5th graders), and twenty students met the promotional criteria, 51% of our ELL population.

Primary results from NYSESLAT 2013 showed:

- a. 21% of ELL population gained one language level (15 students out of 70)
- b. 7% of ELL population gained two language levels (5 students out of 70)
- c. 27% of ELL population remained in the same language levels (19 students out of 70)

Gains/losses in all four strands (listening, speaking, reading and writing) acquired in the NYSESLAT will be used to provide literacy support in after school programs, Saturday Academy and EMS (Early Morning Start). Academic concerns for ELLs are presented at SIT (School Intervention Team) meetings by ESL teacher, support service providers (Occupational Therapy and Speech), classroom teachers, School Base Support Team, Assistant Principal and Principal.

The above numbers represent annual year progress over the previous year In the NYSESLAT .

In the previous year our ELLs scored 38.9% compared to 60% for the current year , in ELA which shows an increase of 21.1 % based on our 2012-2013 Progress Report. In math, we had 27.3% compared to 33.3% in the current year which shows a 6% increase over the previous year based on the 2012-2013 Progress Report.

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](#).)

At the initial visit, and as part of the intake process, parents of first time enrolled students to the NYC Public School System are given a Home Language Survey (HLIS). The HLIS is administered by Ms. Gallardo our New York City Certified Bilingual and TESOL State Certified ESL teacher. A brief family interview is done by ESL teacher in order to assess prior educational history and home language usage. Parents are informed of Bilingual Programs available and a Parent Orientation meeting is scheduled with family. If the HLIS indicates that the child is LAB-R eligible, the ESL teacher proceeds to schedule initial language assessment, LAB-R. The Spanish LAB-R is also administered to students that score below proficiency on the English LAB-R. These assessments are administered within ten days of student's initial registration to a New York City school.

If an interpreter is needed, the DOE Office of Translation and Interpretation Unit may be contacted for further assistance. An appointment is then set up with parents/administrator/ESL teacher/ classroom teacher. The student is then placed in an age appropriate monolingual class by Administrator/ESL teacher.

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.

To ensure that the parents understand all three programs, (Transitional Bilingual, Dual Language, Freestanding ESL) the parent orientation video is shown in the language of parents' choice. Each segment of the video is paused frequently to have an open discussion about the information being shown. After the video, the Parent Selection and Survey forms are distributed. The ESL teacher and the Parent Coordinator circulate the room and monitor every parent filling out the survey to make sure that each item is clearly understood. Each item is carefully and clearly explained by ESL teacher, administrators and parent coordinator.

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](#)].)

ESL teacher and Parent Coordinator will call parents of our newly admit students to remind them of Parent Orientation date and to relay the importance of their input at this meeting. This year we achieved 100% attendance for our initial Parent Orientation.

After the selection and survey forms are done and signed by the parent, the original is kept on file by ESL teacher and a copy of both forms is given to the parents. Parents who want to bring home the questionnaire to discuss with their spouses are given two days to return their surveys. If the program that parents want is not available in our school, we explain that options are available to them at the District level and school level.

The continued entitlement letters (offered in parents' language) are distributed yearly (as per NYSESLAT results) via classroom teachers. They are offered and list the ELL contact person's name and telephone number. To ensure that entitlement letters, Parent Survey and Selection forms are returned, ESL teacher makes phone calls in the morning, noontime, and evenings. ESL teacher coordinates with the classroom teacher as to when the parent comes to pick up student at dismissal in order to make additional family contact. Follow up letters are send out via backpacks. ESL teacher collects returned letters and copies of all correspondence with ELL families are maintained in ESL Classroom ELL Binder.

Parents will be kept abreast of other ELL Parent Informative Workshops available in the community and School Network via Parent Coordinator/ESL/ Parent Association outreach.

During the admission meeting, parents of ELLs are made aware that in order for students to exit the program, they must pass the New York State English as a Second Language Assessment Test (NYSESLAT). The NYSESLAT is a tool used to measure the English Language Arts proficiency of English Language Learners (ELLs) across the state. Each spring the NYSESLAT is used to determine progress in their English language ability. The NYSESLAT results identify students English language proficiencies as Beginner, Intermediate, Advanced or Proficient. Further breakdown of students' individual language progress and needs in all four language modalities (listening, speaking, reading and writing) those who achieve a proficient level are no longer required to receive ESL or Bilingual services. The continued entitlement letters (offered in parents' language) are distributed yearly via classroom teachers. Copies are maintained by ESL teacher.

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.

During registration, ESL (bilingual) teacher (bilingual) meets with parents in order to offer consultation and communication with parents in their native language. Parents are informed of the choices available in New York City schools (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language). Parents are informed of the currently available program at PS. 140 (Freestanding English as a Second Language). If parents are in agreement of this placement, parents and student are then escorted to assigned class where parents briefly meet their children's teacher. Basic routines are offered in parent's native language. Within ten days of admission, the LAB-R is administered by our ESL teacher. Based on the hand scored results of the LAB-R, the student is then placed in an appropriate ESL group.

Upon registration, an orientation meeting is immediately scheduled with parents/guardians for completion of Parent's Program Choice Selection. Parents view The NYC Board of Education Bilingual Parent Choice video. During the viewing of this video, ESL teacher clarifies any questions parents may have regarding the three bilingual programs available. Parents are also informed that their choices of bilingual program would be honored if the number of students reaches fourteen or above at one grade level. Parent's choices are then entered in ATS within 20 days of registration by ESL teacher. Parent's choice results are closely monitored by ESL teacher and are shared with Administrative staff .

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.

All sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are monitored and administered by our ESL Teacher and Assistant Principal. We use our ATS (Current ELL Report) RELC to ensure all ELLs receive the NYSESLAT annually. ESL teacher maintains and records that all four test modalities are administered to all ELLs registered at our school. ESL teacher is assisted by school pedagogues trained with NYSESLAT Administration Guides. Each grade is grouped together and they work on test strands according to NYSESLAT Administration Guide. Absent students are tested promptly upon return to school.

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. 

A review of the Parent Survey and Selection forms for the past two years show an increased interest in the Bilingual Model yet parents fluctuate from ESL to Bilingual preference. In the academic year 2012-2013, fifty percent of our parents chose Transitional Bilingual Model , forty percent chose English as Second Language Model and the remaining ten percent chose the Dual Language bilingual model. This academic year 2013-2014, fifty percent of the parents chose the Transitional Bilingual Model and fifty percent chose the English as a Second Language Model. We are able to accommodate fifty percent of our parents' choice of ESL. We offer English as a Second Language Pull-Out Model. Budgetary constraints do not allow us to at this time to fully implement all requested models.

The ESL Coordinator and Assistant Principal meet regularly to monitor trends in parent choices. The data is evaluated and used to plan for further programming. The parents are also informed that the school keeps track of the number of students whose parents requested a bilingual program. If the school gets enough students to open a bilingual class, the school would follow the Protocol for Requesting Approval of Bilingual Program. A parent workshop will also be scheduled in order to discuss and inform parents of future planning. The ESL Program Coordinator regularly monitors students needs as well as parent program choices.

The ESL teacher collects parent's survey and program selection and these are kept in file in ESL Classroom.

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 organization models used at P.S. 140 are: fifth grade block departmentalized classes, first and fifth grade CTT class, self-contained S.E. from second to fifth grade, third, fourth and fifth grade same gender classes and self-contained graded classes. This model is accompanied and supported with ESL pull-out program. Our Co-Teaching first grade class houses 4 of our newly arrived ELLs. Our 5th grade self-contained 5th Grade (with Spanish speaking Para-professional) houses four ELLs. Our Free-Standing English as a Second Language is a pull-out program and the language of instruction is mainly in English with at least 25% in the students' native language, especially with the newcomers and SIFE population. During ESL instruction, literacy and language arts skills are taught using ESL and ELA methodologies. ESL services are delivered with grade grouping/language levels. ESL groups are heterogeneous (beginners and intermediate together with third, fourth and fifth grade students) and homogenous levels in the advanced levels. At times intermediate students participate with advanced level groups. Students are grouped by grades in accordance to the New York State CR Part 154. The organizational model utilized in our ESL Model is a combination of Co-teaching (Boricua College bilingual intern students) and ESL Pull out.

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)?

At P.S. 140, explicit ESL instructional minutes are delivered to all ELLs as CR Part 154. Students are initially placed by their 2012-2013 NYSESLAT English total levels (beginner, intermediate and advance) in groups serviced by grades (k/2, 3/5). The current groups are: k/2 Beginners/Intermediate, k/2 Advance, 3/5 Beginners/Intermediate, and 3/5 Advance. The beginners/intermediate groups receive 360 hours of ESL and advanced groups receive 180 hours of ESL. The ESL Coordinator along with Assistant Principal meets to ensure that the mandated numbers of instructional minutes are provided according to proficiency levels. All student programs and ESL programs are evaluated by Administration for compliance. In order to ensure that students receive mandated minutes of instruction, ESL teacher maintains records of her schedule and the students that she serviced and submits it weekly to administrator. SWD's attendance is reported on SESIS by ESL teacher.

Students' proficiency levels are determined by the Language Assessment Battery-Revised (LAB-R) or NYSESLAT scores. Beginners and Intermediate level students receive 360 minutes of ESL a week and Advanced level students receive 180 minutes of ESL a week. Content areas are taught in English using ESL strategies and reinforced in ESL classroom. ESL teacher reinforces and supports content area using strategies to scaffold classroom learning, deliver shelter instruction (as per student's language and academic needs), use of thematic units of studies and independent studies developing reading/writing skills.

Our ELLs participate in classroom daily 90 minute literacy block. Classroom teachers use visuals, buddy partners and scaffolding to render students' language acquisition as well as increase literacy abilities in all areas.

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.

There are several instructional strategies implemented to provide access to academic content areas as well as English language development for ELLs, for example: Thinking Maps, guided lessons, cooperative learning groups, on-line computer programs (Study Island, Starfall) and afternoon small group tutoring services. Content areas are further supported with Great Leaps Reading Program which enhances and develops reading skills, Early Success Reading Program, I-Ready (math and reading assessment programs) to develop base lines and monitor students' progress and Fletcher's Place (for kinetic and visual phonemic support for K-2). We also supplement education with the Wilson Reading Program. As for grade leveled materials, all programs

provide three different levels to accommodate varying abilities of students. Smart boards are used in many of our classroom and in the ESL classroom.

ESL teacher meets with classroom teachers during grade meetings in order to align ESL instructions to ELA instruction offered in classroom. ESL teacher provides additional support in students' native language through the use of Spanish content books, Spanish internet sites and cooperative grouping. Students supply further support and enrich each other through our accountable talk and peer to peer academic assistance. ESL teacher also follows Literacy pacing flow followed by classroom teachers. During ESL teaching time, ESL adapts ELA/ESL instructional time as per students' needs determined by teacher observation or results of monthly assessments.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Currently in our ESL Program, we evaluate our students in English and in their native language. The native language is used in the ESL classroom to support understanding and mastery of content areas. Math and science periodic assessments are made available to our ELL students in their L1. ELL students receive academic support in content areas from bilingual teachers (fluent in Spanish), multi-leveled school library, and technology, bilingual and Spanish books available in ESL classroom. New York State ELA, Math and Science Assessments are also available to our ELL students in their L1 and L2

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teacher meets with classroom teachers during grade meetings in order to align ESL instructions to ELA instruction offered in classroom. The ESL teacher is also part of weekly School Implementation Team (SIT). ESL teacher also follows Literacy pacing flow followed by classroom teachers. During ESL teaching time, ESL adapts ELA/ESL instructional time as per students' needs determined by teacher observation or results of monthly assessments. Technology software monitors student's literacy skills.

To ensure that each individual's literacy needs are met, at P.S. 140 we are developing our ReadyGen literacy program that is suited to meet student's individual needs. ELL students are challenged to meet grade criteria with assistance and guidance provided by ESL/Classroom teachers. To encourage and expand their speaking skills, we use role-plays, Accountable Talk, Think-Pair-Share, Poetry, Songs, Chants, and games that promote language such as Hot Seat, Rumor, and Twenty Questions. To further improve their listening skills, we use Jigsaw Listening, Shadow Reading, Picture Dictation, Oral-Aural Cloze and New Heights audio assisted reading series (ESL and classroom listening center). They are offered in English with at least 25% in their native language and include Academic Intervention Services. Equally as important, our EMS program includes our ELL population before school three times a week generally has the official class teacher (Bilingual teachers) take the instructional lead and consists of a 1 to 10 ratio. Specific attention is rendered on a rotation basis to ELLs by the ESL teacher, one other Spanish speaking instructor and our literacy coach for small group targeted instructions

ELL Interim assessments will be used to guide and monitor progress and students' academic needs.

Rigby Reading ELL Assessments administered by ESL Teacher is shared with classroom teachers. This assessment provides progress and areas of concern in speaking, listening, reading and writing language strands. Periodic results are discussed during grade meetings and inter-visitation with classroom teacher and ESL teacher.

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).

Our newcomers (students in the program for less than three years) and those who are identified as having special needs, continue to receive support services. Our classroom teachers and ESL teacher use Thinking Maps in order to facilitate the transfer and use of their academic knowledge in L1. Our ESL and classroom teachers provide our SIFE students with literacy activities that are meaningful, interactive and interesting allowing the student to stay motivated. Literacy activities build and expand on SIFEs oral language and connect

to their background knowledge. Reading and writing skills are taught directly and modeled for students. In the classroom, SIFEs are given the opportunity for extended practice to ensure that they integrate the material with their prior knowledge. These learning and intervention opportunities will assist in the scaffolding and transferring of content material. SIFE students are provided with the component skills of literacy during ESL time, extended school time (37.5 minutes three times a week), EMS (Early Morning Program) and Saturday academy. ESL teacher has found that the use Fletcher's Place, which provides kinetic phonemic clues, is a great resource to use for phonemic and fluency acquisition. Sound symbol correspondence, letter recognition and formation and decoding strategies are taught systematically but in an integrated fashion. Students are facilitated with interesting reading materials at different reading levels. Another major instructional focus for our SIFE population is vocabulary building. Students are provided multiple opportunities to hear, say, read and write the words in meaningful activities. Explicit vocabulary instruction is used consistently and systematically. Thematic unit are used to facilitate students' use of prior knowledge providing repetition of vocabulary in many content areas.

Mathematics with its own specialized language and rules are taught explicitly. Use of manipulative, tables, charts, models, and real life situation are some of the strategies currently in use with our SIFEs and ELL groups.

Instruction is also differentiated for newcomers (less than three years in US school) within the program model. Students are grouped according to academic needs and work in cooperative groups. ESL and classroom teachers work in conjunction so scaffolding of classroom activities may reinforce classroom learning. Newcomers are also encouraged to participate in our Early Morning Start Programs, and our EMS program (three times a week) that's specifically for ELLs to reinforce and hasten their language acquisition. Although our ELLs are grouped according to grades, they come with various learning styles, interests, and levels of readiness. Therefore, instruction is differentiated in order to maintain the same standards for all students. It is the "how" of teaching that differentiates the strategies used like using flexibility in small group activities accordingly, using various cooperative learning strategies and assigning tasks that would fit the group or the students' abilities and levels.

Our long-term ELLs (6+ years in the US school) practice word reading skills, reading comprehension instruction and intensive instruction in writing for academic purposes. They also learn and study test taking skills. All classrooms are equipped with Smart Boards allowing for visual, audio and interactive learning opportunities for all ELL students. ESL classroom is also equipped with a Smart Boards. Many classroom activities are center based allowing for individual skills practice for each of our ELLs. Our literacy curriculum, Ready-Gen provides classroom teachers with ELL appropriate activities that support language development at different academic levels.

Our long-term Ells' academic progress is closely monitored by classroom teacher and ESL teacher. Areas of concern are discussed during grade meetings and strategies and necessary support is planned and provided to our ELLs

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?

Teachers of ELL-SWD students use Thinking Maps guided reading groups, on-line computer programs (Study Island, Starfall, and Smart Boards) in order to provide access to academic content areas and accelerate English Language Development. To ensure that ELL-SWD receive the services as per their IEPs, ESL teacher, classroom teachers and SETTS support staff conference monthly and are active members of our School Intervention Team (SIT). We use SESIS to monitor IEP compliance and progress. Print rich classroom, manipulates and peer to peer tutoring is used in all classrooms enhancing ELL's language and academic interaction throughout the school day.

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?

Our school modifies curricular and instruction to meet the diverse needs of our ELL-SWD by creating language centers within the classroom setting that allow our ELLs to utilize language base computer assisted instruction (CAI). Additionally our SWD ELLs population are afforded push-in opportunities in general education classes (Math, Science and Social Studies) that efforts flexible programming. Instruction is differentiated for our ELLs by providing instructional materials in native language, L1. The service providers work collaboratively to ensure scheduling is flexible so that students receive all services needed for academic achievement. Flexible program is used to maximize the time our ELL-SWD spend with their non-disabled peers.

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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

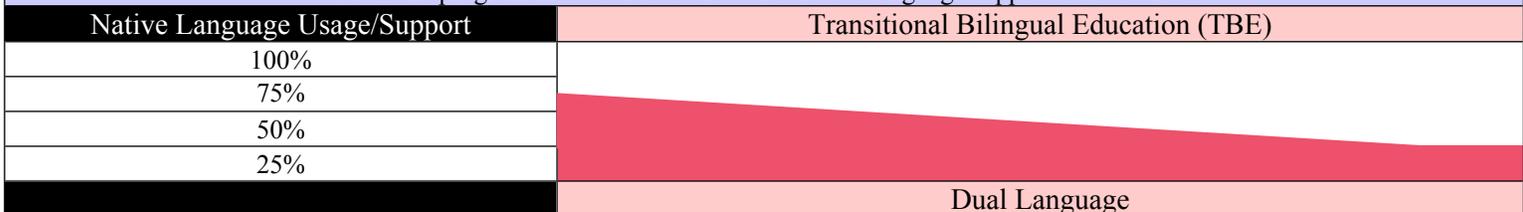
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

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

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

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

Our ESL Pull Out program is aligned to the Common Core Learning Standards. All classrooms use a balanced approach to literacy. High-quality instruction practices facilitate academic and language progress for all our ELLs and use scaffolding strategies that model, bridge, assist to contextualize (use of manipulative, Thinking Maps, Play readings, poetry contest, and other school activities that provide opportunities for our ELLs to reflect on their learning abilities). Our ESL program is age and grade appropriate supporting our ELLs in meeting the CCLS. Our ELLs receive the necessary ESL and ELA instructional units required by Commissioner’s Regulation Part 154 (CR Part 154). In math, science, social studies and ELA on going data is provided and used to drive instruction.

Our beginning and intermediate levels of English proficiency receive the 360 minutes of ESL instruction and our advance level of English proficiency receive 180 minutes of ESL instruction weekly. They receive ELA instruction and partake of all classroom activities.

Classroom teachers and ESL teacher work closely to deliver literacy instruction as well as differentiate instruction in content area instruction to meet the need of our ELLs using ESL and ELA methodologies.

Our ELLs receive an additional 37.5 minutes three times during our extended school time. The group leader is our ESL teacher. Students work on phonemic awareness (games), phonics (sharing stories), letter recognition (bingo) and writing (building writing stamina). Our advanced ELLs receive an additional 37.5 minutes three times weekly and they diligently work on increasing reading and writing skills. The group is facilitated by our Literacy coach.

Our ESL classroom is equipped with bilingual dictionaries, Spanish Books Area, fiction and non-fiction high interest low leveled books, practice sheets for additional skills building, Smart-Board with interactive phonics/science games, computer with internet, and many other activities to enrich language and content development with our ELL population. Students are encouraged to visit the ESL classroom for peer to peer math tutoring during fourth and fifth grade lunch recess.

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

This year our ESL classroom is equipped with an interactive Smart-Board.

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

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

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

Our after school program, Kips Bay, provides for social and education immersion which facilitates for educational development and acculturation. This program is staffed by bilingual personnel that allows for effective facilitation of language.

Our ELL students will participate in our Early Morning Program (three times a week) for additional Math support as needed and/or by referral of classroom teacher. Our ESL Saturday Academy is offered to enhance literacy and math skills in L1/L2.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Ready-Gen and Go Math curriculums are currently being implemented in all K-5 grade classrooms. Our first through 5th grade classrooms are equipped with interactive Smart-Boards. We will continue the use of interim assessments to provide on-going identification of student's needs as a basis for differentiated instruction, continue on-site professional development, make provisions for all students who are performing below level 3, provide individual, and small group tutoring, extended day activities and provision for supplementary materials.

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

Fiction/non fiction Spanish books are available in ESL Classroom. SMART Board lessons are used in most of the classrooms throughout the school building. Two computer labs offer students the opportunity to research content subjects in L1/L2 supporting their native language and content knowledge.

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

Our support services i.e: ESL, Speech, AIS, RTI and Kips Bay After School Program are grade differentiated which in turn group students in an age appropriate manner. Our ELLs experience homogenous, heterogeneous group activities throughout their academic day.

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.

Before the beginning of the school year, families are given a copy of our school information pamphlet and a brief interaction is held to inform them our ESL program. Our newly enrolled families are given a school tour by our administrator and/or ESL teacher.

Some of the activities offered to our newly enrolled ELLs are early breakfast with their peers, KIPS Bay Boys and Girls after school program, and Robotics (after school program).

18. What language electives are offered to ELLs?

NOT APPLICABLE

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.

Principal, Assistant Principals, bilingual/ESL coordinators, paraprofessionals, bilingual teachers, classroom teachers, guidance counselors, special education teacher, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator are made privy to ELL training during our mandated Professional Development Date (11/5/13 and 6/5/14), monthly faculty conferences, weekly grade meetings, "LUNCH-N-Learn" workshops throughout the year. In addition, ELL point person regularly engages in school wide and network wide inter-visitations in an effort to absorb and replicate best practices.

In house professional developments are provided by our Network Support Team which aids in strengthening our instructional staff in the areas of ESL strategies and best practices.

ESL teacher will provide the following training for staff: Lunch-N-Learn, 37.5 minutes workshops on Language Development Activities and ESL strategies in order to meet the requirement of 7.5 hours of ELL Training. Agenda and attendance sheets are kept by ESL Coordinator and copies made available to Administration.

To support staff as they assist ELLs in their transition from elementary to middle school, ESL teacher will provide an orientation on ESL strategies. Moving to Middle School and Moving Up workshop are held for students, parents and staff. Moving up classes are brought to the middle school for a walking tour and are introduced to the principal and teachers at the middle school. The middle school also posts an open house for future students and parents. School wide celebrations are scheduled throughout the school year. Projects like these are sure to be a morale booster and learning experience for our community.

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?

Language acquisition, understanding data, homework support resources and literacy skills development in Native Language and English are areas of development that we are currently focusing our resources on in the hopes of strengthening parental involvement. Parents of ELLs are also invited to volunteer and assist in an assortment of events such as Hispanic Heritage Month Activities. Cultural celebrations are held throughout the year. Flyers of these events are sent home in English/Spanish. ESL teacher is fully bilingual in Spanish and provides translation whenever necessary. The New York City Department of Education Office of Translation and Interpretation Unit may also be contacted.

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

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

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

All our families are invited to partake of our Movie Night activities offered by our Parents' Association. Flyers are back-packed home and are offered in English/Spanish.

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.

Part VI: LAP Assurances

School Name: The Eagle School P.S. 140		School DBN: 08X140	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Cannon	Principal		10/18/13
Kevin Green	Assistant Principal		10/18/13
Nicole Lopez	Parent Coordinator		10/18/13
Evelyn Gallardo	ESL Teacher		10/18/13
Timothy Harrell	Parent		10/18/13
	Teacher/Subject Area		10/18/13
	Teacher/Subject Area		10/18/13
Ms. Benjamin	Coach		10/18/13
Mrs. Castelli	Coach		10/18/13
Ms. Rey	Guidance Counselor		10/18/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x140 School Name: The Eagle School

Cluster: 1 Network: CFN108

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

Part A: Needs Assessment Findings

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

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

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

Data from the HLIS, our Learning Environment Surveys, feedback from the Parent Coordinator and ESL Coordinator, reveal that the school has done much to meet the needs of non-English speaking parents. Parents feel that they are well-informed about student progress and school initiatives. Survey results were reported via an informational chart displayed in high traffic areas within the school, namely the lobby area for all to view upon entry into the building. Results are also communicated to staff via grade and school faculty conferences. Over 90% of our ELLs' parents are Spanish speaking. Written translation services and oral translations are provided by our ESL teacher (fully bilingual in Spanish). Parent volunteers and bilingual staff (French speaking) provide oral translation when necessary. These findings are shared via enlarged poster established at community areas throughout the school .

Part B: Strategies and Activities

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

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

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

Oral interpretation is provided at all school meetings (ESL Coordinator provides oral translation as needed) during parent teacher conferences, parent workshops and any other times when translation is appropriate. More than 20% of the school faculty and staff are bilingual. Teachers can conduct meetings in other languages and when appropriate, for monolingual teachers and ESL Coordinator pitch in for oral translations.. Oral interpretation will be provided by our in-house staff and parent volunteers.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

ESL workbooks to be purchased and high interest/low levelled English and Spanish books (already available in the ESL classroom) will be used to enrich language and content vocabulary. There will be hands-on activities (art materials, and chart paper), and use of the computer lab (ABCMouse.com, Starfall.com, and Ward Software (phonics and reading program).

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here:

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

Other forms of support may include a short dialogue on ESL teaching strategies, possible grouping or NYSESLAT/LAB-R/School assessment (data discussions) with classroom teachers. Teachers are provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University and New York City Office of ELLS and other literacy development workshops. Additionally, Ms. Anthony and Ms. Lewis (both certified in Thinking Maps) will provide in house high quality professional development to all subject teachers in the school building.

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

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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,700	On site supervision of Saturday Program and on site classroom teachers. Paraprofessional to call parent and help with translation when necessary.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,000	Empire State NYSESLAT, Finish Line ELL's and Reader's Theater (a supplemental performance tool), art supplies and charts.
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$500	Field trips to the Bronx Zoo, Museum of Natural History and other cultural sites. Admission for students, parents and chaperones.
Other		Light snack for parent workshops.
TOTAL		