

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

75K140

School Name:

PS/IS 140K

Principal:

RODERICK PALTON

Comprehensive Educational Plan Outline

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Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Roderick Palton	*Principal or Designee	
Sharon Williams	*UFT Chapter Leader or Designee	
Diane Mabry	*PA/PTA President or Designated Co-President	
Marie Barreau	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	
Maureen Ferrara	Member/ UFT	
Marina Batista	Member/ PA	
Camille Joseph	Member/ PA	
Leah Hargett	Member/ PA	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At PS/IS 140K, we believe that *it takes a village to raise a child*. We are a community of learners who strive to provide our diverse student population with a quality, rigorous, well-rounded educational experiences. With our students' abilities at the focus of our instructional methods, we work collaboratively with each other, families, and the community at-large to ensure that our students remember "the village" they come from. By providing them with new options, new opportunities, and accepting no excuses, our students will be ready to meet the challenges of the world while on their path towards college and/or career readiness.

PS140K is an elementary/middle school with 266 students from K through grade 8. The school population comprises 70% Black, 24% Hispanic, 3% White, 1% Asian, and 2% unspecified students. The student body includes 11% English language learners and 100% special education students. Boys account for 81% of the students enrolled and girls account for 19%. The average attendance rate for the school year 2013 - 2014 was 85.0%. The current YTD attendance rate for the 2014-15 school year is 89%.

During the past three years we have seen our practices change as we use a team approach to problem solving and improving the culture of our school. As we evolve, we have noticed an increase in student attendance and improvement in social behavior. We have fully adopted CCLS-aligned curriculum to enhance the educational experience for all students. Through collaborative practices, family engagement, self-accountability, and creativity, we exhibit proficient practices with many well-developed practices. The improvement in school culture is evident in the 2013-14 School Survey results.

This year, we hope to continue to move our organization forward by continuing to provide our students new options, new opportunities, and by accepting no excuses. To this end, we want to increase the STEM experience for our students, while reinforcing positive academic and personal behaviors. By improving our mathematical proficiency and establishing positive learning habits, we hope to propel our students on the path to college and/or career readiness and prepare them for the challenges ahead.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Currently enrolled students who participate in the NY State Common Core ELA exam had an average proficiency rating of 1.67 (and scored .86 points below the average proficiency rating of their citywide peers).

Currently enrolled students who participate in the NY State Common Core Math exam had an average proficiency rating of 1.69 (and scored 1.03 points below the proficiency rating average of their citywide peers)

About 95% of currently enrolled students scored zero points on constructed response questions on both the 2013-14 ELA and Math exams.

SANDI data showed that an average of 53% of students who participate in alternate assessment scored a level 1 in CCLS content areas of RI1 and RL1. SANDI data also showed that 62% of students who participate in alternate assessment scored a level 1 in the two math content areas; Operations and Algebra and Measurement and Data.

In order to increase student success on the exam, we have adopted we adopted CCLS-aligned curriculum across all grades and populations. In ELA, curriculum will be adapted to focus on core standards RI1, RL1 and W1. Additionally, teachers will tailor their instruction to get students to use evidence in argument by using advancing and assessing questions.

During math instruction, teachers will improve student outcomes by providing targeted feedback by using advancing and assessing questions during instruction and by allowing students to engage in productive struggle. Teaching will focus on the major tested areas of each grade.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students with disabilities will increase their literacy and mathematical proficiency by an average of 3% as evidenced by the appropriate summative assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of 			

Trust			
Engage in weekly targeted professional development in cohorts during extended Mondays. Teachers will engage in looking at students' thinking to prioritize areas of need of their students based on expected CCLS.	All teachers	September 2014-June 2014	Principal, Assistant Principal, Lead teachers, School-Based Coach, Teachers
Implementing Focus/Foundational Fridays to remediate students	SWDs	November 2014-May 2014	Testing Coordinator, School-Based Coach, Teachers
Staff will engage in unit planning and review and will be encouraged to share their unit summaries with parents.	All teachers	September 2014-June 2015	Administrators, Teachers, School-based Coach, District Coaches, Parents
Teachers will be observed using the Framework for Teaching. The first observation will always be an informal so that teachers can implement feedback prior to future observations.	All teachers	October 2014-June 2015	Administrators, Teachers, Special Education School Improvement Specialist (SEIS)

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to meet this goal:

- CIE funding will be used to cover per diem coverages for teachers to engage in training and participation in professional development.
- Additionally, we created a School-Based Coach and Testing Coordinator positions through the SBO process.
- Teachers will be programmed for common preps at least twice per week to allow self-directed common planning time.
- Each site will have a Unit Teacher through the SBO process to coordinate District-based coaching and to allow administrators to focus more on instructional support to teachers.
- CCLS-aligned curriculum will be purchased in core subject areas for all students and teachers.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
X Citywide Instructional Expectations									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored using the appropriate benchmark assessments by February 2015. For students who participate in standardized assessment, this will be performance task assessments. For students who participate in

alternate assessment, this will be performance on the FAST assessment.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

PS K140 was designated as a Persistently Dangerous school during the 2012-13 school year. A majority of our student population has been diagnosed as emotionally disturbed according to their Individualized Education Program (IEP). In 2013-14, we saw a 10% decrease in combined Level 3 or higher incidents and over 25% reduction in all incidents. In Level 4 incidents alone, we saw a 29% reduction.

According to the 2013-14 New York School Survey, 97% percent of parents felt that their children were safe at school (up 6% from 2012-13 with 15% more parents responding). 74% of teachers surveyed felt safe at school (up 22% from 2012-14); while 83 % of students felt safe (up 3% with 34% more students responding).

Lastly, the 2013-14 Quality Review, the reviewer notes, “[The school needs to] further refine and extend the school’s approach to culture building and social-emotional support such that the tone of the school is generally respectful and the school is working to address areas of need.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an improvement in student behaviors as evidenced by a 3% decrease in Level 4 or higher incidents as measured by the appropriate incident reporting system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Develop a Middle School student council to allow student voice in school wide decision making.	Middle School students	November 2014- June 2015	Principal, Teachers, PBIS Committee
Participate in the citywide Middle School Afterschool initiative to extend student academic and social-emotional learning.	Middle School students	October 2014-June 2015	Administrators, teachers, teacher assistants

Implement social-emotional learning programs in grades K-8, to promote internet safety, anti-bullying, and social responsibility, and academic and personal behaviors.	All students	September 2014-June 2015	Administrators, teachers, clinicians
Engage parents in monthly workshops to extend teaching and supporting the social-emotional and academic needs of their children at home.	All parents	September to June 2015	Administrators, clinicians, related service providers, teachers, parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources needed include: Parent Coordinator, Crisis Intervention Teacher (TCI trained), Unit Teachers, Afterschool staff to include teachers, paraprofessionals, school aide, and afterschool supervisor. Instructional Resources needed include: Second Step curriculum, Cyber Safety curriculum, Toon Boom Other resources needed include: Hip Hop for Life (CBO); Health and Sex Education through local CBO; Street Safety through Vision Zero partnership.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
X Middle School Afterschool Program									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
During monthly_Pupil Personal Team and PBIS meetings, staff will review student progress by reviewing school wide reporting system data. By January 2015, staff and students will complete a school-created survey that mirrors the school environment questions asked on previous NYC School Surveys.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

It is our belief that schools thrive when all members of the school community are part of the decision making and implementation of initiatives; thus our mantra, “It takes a village...”. To this end, we modified our school day via the SBO process to have extended time for professional development opportunities and parental engagement activities on Mondays and Tuesdays respectively.

By the end of the 2013-14 school year, data from teachers who participated in the new teacher evaluation system showed the following:

In component 3b- Question and Discussion Techniques:

Highly Effective- 1%
 Effective- 35%
 Developing- 61%

In component 3d- Using Assessment during Instruction:

Highly Effective- 1%
 Effective- 50%
 Developing- 36%

While 0% of teachers were ineffective, we would like to see an increase in the number of teachers who are effective or higher in their pedagogical practices in those two components. Improving in these components will support our goal to improve student achievement in ELA and Math (see goal 1).

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase of teachers rated effective in components 3b and 3d as measured by the Framework for Teaching rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
Observe pedagogical practices of teachers using the Framework for Teaching using pre-determined cycles.	Teachers	October 2014-June 2015	Administrators, District and School-based coaches, teachers
On Mondays, teachers will meet in cohorts to share instructional practices and engage in looking at student work to identify and remedy achievement gaps amongst targeted students.	Teachers, paraprofessionals and select mandated and related service providers	October 2014- June 2015	Administrators, teachers, School-based coach, testing coordinator, paraprofessionals
On Tuesdays, teachers will conference and follow-up with parents both in-person or via telephone to discuss student progress towards meeting IEP goals.	Teachers, parents	October 2014- June 2015	Teachers, Clinicians, Related and mandated service providers, parent coordinator
Staff will register for at least two self-selected professional development opportunities outside of school, as well as participate in reciprocal teaching within their cohorts on Mondays.	Teachers, paraprofessionals	December 2014-June 2015	Administrators, teachers, School-based Coach, testing coordinator, paraprofessionals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources include: School-based and District-based coaching support, Testing Coordinator, Lead teacher in each cohort, parent coordinator.
 Instructional resources include: Professional Learning Manual, Protocols for Looking at Students’ Thinking, CCLS-aligned curriculum.
 Schedule Adjustments: Extended time on Mondays and Tuesdays, Common Preps between cohort members, Additional per diem support using CIE instructional funding for lead teachers and coaches.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
X CIE Instructional funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.				
Review of Advance Data at the end of each cycle. First review will occur on December 15 th . Second review will occur by mid-February 2015. Third Review will occur by the end of March. Final review will occur by the end of May 2015.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2013-14 NYC School Survey, 66% of teachers who responded agreed that “the principal” knows what is going on in their classrooms. The 94% of the same teachers also agreed that “the principal” makes clear his expectations for meeting instructional goals. In regards to school culture, 69% of teachers surveyed in the 2013-14 School Survey felt that “the principal” encourages open communication on important school issues.

The 2013-14 Quality Review suggests that the school further refine and extend the school’s approach to culture building and social-emotional support such that the tone of the school is generally respectful and the school is working to address areas of need. In order to improve on school culture and create a more collaborative and cohesive school community.

Part 2 – Annual Goal

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| | List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elavant, and <u>T</u> ime-bound. |
| | By June 2015, there will be a 3% increase in the number of teachers who feel encouraged to engage in open communication on important school issues as measured by the 2014-15 New York School Survey report. |

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Engage staff in monthly meetings where they set the agenda on school-related issues.	All school staff	December 2014- June 2015	Administrators, Teachers, Paraprofessionals
Develop and meet with elected members of the Middle School Council monthly.	Middle School students	December 2014- June 2015	Principal, Teachers, Middle School Students

Continue to create opportunities for teachers and parents to collaborate and engage in learning through monthly parent workshops and School Leadership Team meetings.	Parents, Teachers	September 2014- June 2015	Principal, Teachers, CIT, School-based coach, Related and mandated service providers, CBOs.
School leaders will establish various committees and teachers will be given various leadership roles on school committees including, Pupil Personnel Team, Positive Behavior Intervention and Supports, School Safety, School Professional Development Committee and Special Events Committees, amongst others.	Teachers, Paraprofessionals	September 2014-June 2015	School leaders, Teachers, Paraprofessional staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Lead teachers, District and School-based Coach, Testing Coordinator, Crisis Intervention Teacher
 Schedule Adjustments: Professional Development and time for other professional work on Mondays. Time for other professional work on Tuesdays. Common planning time at least twice per week.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Review mid-year survey in February to assess school culture and climate.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

PS/IS K140 has an active Parent Association and School Leadership Team. Each month, we host parent workshops on a range of topics including available services and supports, parent rights and responsibilities, and strategies to extend learning at home. An average of about seven parents attended each of our twelve meetings last year.

We have partnered with many outside organizations in order to provide education, information and supports to our parents, including Community Counseling & Mediation, Resources for Children with Special Needs, Metropolitan Family Resource Center, and SCO Family of Services. We work with DOE resources, including our school staff and related and mandated service providers, DOE coaches and the Office of Pupil Transportation to educate and foster trust with our parents.

Given the increased number of students with autism, we hope to help all of our parents understand the resources that are available to them both within, and out of school, and the various opportunities that exist for our students; including inclusion, performing arts programs, and career exploration.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will see a 2% increase in parent attendance at monthly workshops geared towards increasing independence and socialization amongst students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Gather parent interests via surveys and requests from Parent Association.	All parents	September 2014- December 2014	Parent Coordinator, PA President

Solicit teachers and service providers to present at monthly parent meetings.	Parents, Teachers, Students	September 2014-June 2015	Administrators, Parent Coordinator, Service Providers, Teachers
Host monthly parent meetings to solicit feedback and collaborate with parents on systems to improve parent outreach and involvement.	Parents	September 2014-June 2015	Principal, Parent Coordinator, Parents, Teachers
Attend monthly School Leadership Meetings to engage in a collaborative conversation with school leaders, including the PA president, UFT Chapter chair, and other parent and school leaders.	Parents, Teachers	September 2014- June 2015	Principal, Parent Coordinator, Parents, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources: Parent Coordinator, PA members.
 Instructional Resources: Various Community Based Organizations.
 Schedule Adjustments: Tuesday afternoon parent engagement time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Attendance records of various monthly parent meetings.
 Parent responses on NYC 2014-15 School Survey.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Review of student performance data on NY State Exams, Fountas and Pinnell, and SANDI/FAST assessments	Close reading strategies, Universal Design for Learning, Explicit Instruction, Great Leaps, Wilson Reading Program	Whole group, Small Group, 1:1	During the school day, Foundational/Focus Fridays
Mathematics	Review of student performance data on NY State Exams on key CCLS standards, SANDI/FAST assessments.	Productive struggle strategies, Explicit Instruction, Target CCLS grade level standards, Constructed Response questions, Toon Boom.	Whole group, Small Group, 1:1	During the school day, Foundational/Focus Fridays, Middle School Afterschool Program
Science	NY City Performance Task Assessment	Explicit and direct instructional strategies	Whole group and small group.	During the school day.
Social Studies	NY City Performance Task Assessment	Explicit and direct instructional strategies, Close Reading strategies, ELA cross-curricular design.	Whole group	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Monthly review of School Wide Information Systems Data, OORS	Second Step, Peer Mediation, Student Clubs (PBIS), Conflict Resolution	Whole group, Small Group, 1:1	During the school day, Middle School Afterschool Program

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [PS/IS K140], 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [School name] 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: P140K	DBN: 75K140
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 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: 12 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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: P140K is a Special Education school within the NYC Department of Education District 75 program. P140K consists of four sites, located throughout Kings County. The school grades range from Pre- K to grade 8. There is a total of 272 special needs students, who are supported by approximately 150 staff and three administrators. P140K meets the educational needs of students with physical, cognitive and emotional disabilities. The children diagnosed with Autism Spectrum Disorder, Intellectual Disabilities, and emotional disturbances are serviced as mandated by their IEPs.

Students can participate in our inclusion program in both standardized and alternate assessment testing categories. P140K's commitment to education is reflected in ongoing professional development and implementation of educational methodologies and strategies. We seek to intergrate and transition students into the community schools and generalize applied skills in their homes.

The Freestanding ESL program of P140K supports curriculum designed to assist English Language Learners in the attainment of English Language Proficiency and academic achievement. The ESL teacher applies both ESL and Special Education methodologies to those students who are mandated as per NYS CR Part 154 to receive ESL services and participate in NYSESLAT testing. Our ESL teacher works collaboratively with content-area teachers across the curriculum to ensure that our ELLs are receiving appropriate language instruction. Our ESL teacher utilizes both the "push-in" and "pull-out" models of English instruction.

There are 30 of the 272 students enrolled who have been identified as English Language Learners. Our ELLs come from various cultural backgrounds. The breakdown of our Language Allocation is: 2 Arabic students, in the 5th and 6th grade, 2 Bengali students, in the 6th and 7th grade, 1 Haitian student in the 3rd grade, 25 Spanish students, 3 in K, 3 in 1st grade, 1 in 3rd grade, 1 in 4th grade, 2 in 5th grade, 9 in 6th grade, 2 in 7th grade , and 4 in 8th grade.

To further address the needs of these students P140K proposes to establish a Title III Saturday Instructional Program which will run for eight (8)- five(5) hour sessions. There will be a 12:1:1 group of ELLs, grades 6-8. Out of the 30 ELLs, 18 are in grades 6-8 which make up more than half of the total number of ELL students. Based on the NYSESLAT 2014 scores most of our ELLs in grades 6-8 need additional support so they can improve their reading and writing skills. They will be given this opportunity through the Title III program. The 12 ELLs who will be invited to participate in the program are the ones with the most academic needs. The program will run from 9:00 AM to 2:00 PM beginning December 2014 through February 2015. Instruction will be delivered in English using ESL methodologies. Instruction will be provided by the ESL teacher, one bilingual-Spanish paraprofessional and one bilingual-Arabic paraprofessional who will provide 1:1 services and support the needs of an Arabic speaking student. The home language of the students are Spanish and Arabic. The focus of the instructional program will be on "Artists from Around the World". Students will have the opportunity to study the artists' lives by reading their biographies and become familiar with the various techniques they used to create famous pieces of work. In addition to the literacy component and the study of biographies as a genre, ELLs will create their own pieces of work as a means of self expression. Research

Part B: Direct Instruction Supplemental Program Information

has proven that art experiences can be invaluable tools in facilitating the second language acquisition process. Since art is a universal means of communication, ELLs can communicate and share cultural backgrounds as well as objectify feelings and ideas. In addition, art provides opportunity for reinforcing vocabulary and grammar and stimulation and expansion of expressive language. Therefore, involvement with the arts provides opportunities for learning so that students can reach higher levels of achievement.

During the literacy component students will read biographies from the series "Getting to Know the World's Greatest Artists." Students will also have the opportunity to view a great number of works of art from each artist studied using a projector. During the art component of the program ELLs will use multimedia to produce their own works of art inspired by the artist.

Part C: Professional Development

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

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

Begin description here: The ESL teacher, two paraprofessionals, and an administrator will participate in seven (7) one-hour sessions from 8:00 AM to 9:00AM to be held one hour prior to each Title III session. The first professional development session will be held in December, prior to the commencement of the program during the first Saturday before the instructional session and it will include an overview of the entire eight (8) week program. Topics will include ESL and Multicultural Literature, Understanding our ELLs' needs, Approaches to ESL instruction, the Role of Bilingual Paraprofessionals, Targeting content Area and ESL Skills, ESL in Special Education, Using Art as a tool in second language learning. In addition, we want to develop strategies in working with parents by reinforcing functional language through technology and to create multisensory materials to be used with parents and students to enhance their communication and learning. Providing this Professional Development will give the teacher, paraprofessionals and administrator the skills needed to be effective and to facilitate learning with their students. Our ESL teacher Ms. Ikonomou will be providing the Professional Development.

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: The parent involvement component of the Title III Saturday Program will begin with the Assistant Principal guiding parents in a structured networking activity during which parents will have an opportunity to hear about the program and get to know each other and share their experiences

Part D: Parental Engagement Activities

and concerns related to education, communication and the socialization needs of their children. This activity will only be provided during the first session of the program for one hour from 9:00AM-10:00AM. Parents will be invited to join their youngsters throughout the sessions and engage in language-based activities conducted by the ESL teacher. Bilingual paraprofessionals will be available to facilitate communication between staff and parents. Parents will receive a Title III letter with information about the program. These letters will be sent to parents in English and their Home Languages.

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 	\$7867.76	Professional Development 1 Supervisor will receive 1 hour of per session for each Saturday for 7 weeks at current rate (\$52.84 per hour). $\$52.84 \text{ per hour} \times 7 \text{ Saturdays} = \369.88 1 Teacher will receive 1 hour of per session for each Saturday for 7 weeks at current rate (\$50.50 per hour). $\$50.50 \text{ per hour} \times 7 \text{ Saturdays} = \353.50 2 Paraprofessionals will receive 1 hour of per session for each Saturday for 7 weeks at current rate (\$29.05 per hour). $\$29.05 \text{ per hour} \times 7 \text{ Saturdays} = \$203.35 \times 2 \text{ Paraprofessionals} = \406.70 1 Secretary will receive 9 hours of per session at current rate (\$31.12 per hour). $\$31.12 \text{ per hour} \times 9 \text{ hours} = \280.08 Direct Instruction 1 Supervisor will recive 5 hours of per session for each Saturday for 8 weeks at current rate (\$52.84 per hour). $\$52.84 \times 5 \text{ hours} = \$264.20 \times 8 \text{ weeks} = \2113.60

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.
		<p>1 Teacher will receive 5 hours of per session for each Saturday for 8 weeks at current rate(\$50.50 per hour). $\\$50.50 \times 5 \text{ hours} = \\$252.50 \times 8 \text{ weeks} = \\2020.00</p> <p>2 Paraprofessionals will receive 5 hours of per session for each Saturday for 8 weeks at current rate (\$29.05 per hour). $\\$29.05 \times 5 \text{ hours} = \\$145.25 \times 8 \text{ weeks} = \\$1162.00 \times 2 \text{ paraprofessionals} = \\2324.00</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p><u>0</u></p>	
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p>\$2212.23</p>	<p>EPSON POWERLITE X17 PROJECTOR (Quantity 1)= \$385.93</p> <p>QUARTET DURACART Multimedia Projector Cart (Quantity 1) = \$261.50</p> <p>LEXMARK COLOR PRINTER CS510De (Quantity 1) = \$677.24</p> <p>Ink Cartridges: Cyan \$48.56 each x 2(quantity)= \$97.12, Yellow \$48.56 each x2(quantity) = \$97.12 Magenta \$ 48.56 each x 2 (quantity)= \$97.12 Black \$47.10 each x2(quantity)= \$94.20 Total of all 8 cartridges = \$385.56</p> <p>Scholastic Readers of Famous Artists-Getting To Know the World's Famous Artist . \$4.07 per book x 5 copies =</p>

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.
		<p>\$20.35 x 12 artists = \$244.20</p> <p>Art Supplies (glue, tissue paper, construction paper, clay, paint, display boards, paint brushes)</p> <p>Xerox paper 1box = \$ 39.52</p> <p>Display Boards (pack of 10) = \$22.35</p> <p>Construction Paper(1 pk of 9x12) = \$2.23</p> <p>Tissue Paper (2 pks at 11.00 each) = \$22.00</p> <p>Construction Paper (7 pks at 2.18 of 18 x 24) = \$ 15.26</p> <p>Glue (Liquid .49 each x 10)= \$4.90</p> <p>Glue Sticks (2 boxes at 11.77 each)= \$23.54</p> <p>Paint Brushes (2 sets at 13.75 each) = \$27.50</p> <p>Chroma Acrylic Paints(1 set at 79.97) = \$79.97</p> <p>Crayola Easy to use Air Dry Clay (1tub at 8.93)= \$8.93</p> <p>Clay (5 sets at 2.32 each set) = \$ 11.60</p>

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.
		Total of all supplies=\$257.80
Educational Software (Object Code 199)	0	_____
Travel	\$960.00	24 Metrocards @\$5.00 per card X 8 Saturdays = \$960.00
Other	\$160.01	Refreshments for parents: \$160.01
TOTAL	\$11,200.00	\$11,200.00

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 75	Borough Brooklyn	School Number 140
School Name P140K		

B. Language Allocation Policy Team Composition [i](#) 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 Roderick Palton	Assistant Principal Heather Henschke
Coach S. Bynum	Coach
ESL Teacher Georgia Ikonou	Guidance Counselor
Teacher/Subject Area Miguelina Reyes	Parent Willie Mae Wright
Teacher/Subject Area type here	Parent Coordinator R.Biswas
Related Service Provider C.McGuire-Boston	Other C. Tucker
Network Leader(Only if working with the LAP team) type here	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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	272	Total number of ELLs	26	ELLs as share of total student population (%)	9.56%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	26
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	3

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	13	1	13	10	0	10	3	0	3	26	

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		
Total	13	1	13	10	0	10	3	0	3	26
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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	2			1	2	8	2	3	3					21
Chinese														0
Russian						1								1
Bengali					1	1								2
Urdu														0
Arabic						1								1
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	0	1	1	3	11	2	3	3	0	0	0	0	26

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1			1	3	10	2	2	3					22
Intermediate(I)	1		1			1		1						4
Advanced (A)														0
Total	2	0	1	1	3	11	2	3	3	0	0	0	0	26

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5	3				3
6					0
7	2				2
8					0
NYSAA Bilingual (SWD)				16	16

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1								1
5	3								3
6									0
7	2								2
8									0
NYSAA Bilingual (SWD)			1		1		14		16

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							7		7

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Paste response to questions here:
 P140K uses ECLAS-2 for grades K-2 and Fountas and Pinnell for grades K-8 to assess the early literacy skills of the students. Both assessments are administered 4 times a year to determine the level of the skills. The goal is to increase the student reading

independent levels. The data gathered provides valuable information about comprehension, decoding, and vocabulary levels of the students. The data has shown that the ELLs' comprehension, decoding as well as the vocabulary levels are not up to their grade levels due to their learning disabilities and second language proficiency needs. This information is then used by the teachers to drive instruction and set individual goals for the students.

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

Paste response to question here:

P140K is a D75 school serving students K-8 with cognitive as well as emotional disabilities. On the NYSAA data folios all Alternate Assessment students scored level 4 in ELA and Science. Most Alternate Assessment students scored level 4 in math. Our Alternate Assessment ELLs scored higher on these assessments in comparison to the NYSESLAT. The reason for this is that data folio goals are created based on the students' functional goals. Most of the students who participated in the NYS ELA, Math and Science scored level 1. The NYSESLAT data show that 22 students scored beginning and 4 scored Intermediate. The number of students who scored intermediate increased compared to the 2012 NYSESLAT results. Two students were administered the LAB-R this year and they both scored beginning. As a result, they both receive ESL services now at the beginning level.

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

Paste response to question here:

Since data on NYSESLAT modalities-reading/writing and listening/speaking is not available yet it cannot be used for instructional decisions. The information will be used in the future to determine decisions on setting Annual Measurable Achievement Objectives.

4. For each program, answer the following:

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

Although all of the ELLs at P140K speak a language other than English, none can read or write in the native language. As a result, the use of the native language for testing cannot be considered. The ELL Periodic Assessment was not administered to the P140 ELLs last academic year. The decision was made based on the fact that the periodic assessment is an assessment designed for general education students. It does not take under consideration the ELLs disabilities. When our students participated a few years ago they had great difficulty responding. The data collected then was not useful. As a result only the data from the NYSESLAT was available to be used when making instructional decisions.

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](#).)

Paste response to question here:

P140K uses data to guide instruction for ELLs within the RtI framework. For Tier 1, where instruction focuses on promoting language and literacy development, competencies in reading, writing, listening, and speaking are supported based on the data collected. Data is also used to design instructional routines and interventions in Tiers 2 and 3. Differentiation along with material adaptations are some ways of meeting the needs of our academically and emotionally challenged ELLs.

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

Paste response to question here:

Instructional decisions at P140K are always made based on the needs of the students. IEP goals are developed based on the language as well as the academic and social needs. Since the academic success of an ELL depends upon the child's second language development, lessons are designed considering the specific needs. Programs also provide differentiated activities to cater to the Ls' needs and help them develop language while they develop academically. The ESL teacher collaborates with the classroom teachers to ensure academic success.

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?

Paste response to questions here

Currently, our school only features ESL program.

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

Paste response to question here:

The success of the programs for ELLs is evaluated every year through cohort meetings, where collecting and analyzing data monitor individual student's progress. In addition, teacher collaboration as well as team teaching programs provide evidence of the student performance. When NYSESLAT results become available every year they are analyzed. In addition, the results for each modality are studied separately so that the program can accurately be evaluated and the necessary additions or changes can be applied in the future.

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](#).)

Paste response to question here:

In order to identify ELLs, P140K follows a specific procedure. As newly admits go through the initial stage at the Committee on Special Education (CSE), the members of the team in collaboration with the students' parents reach a decision based on the children's needs and make the necessary recommendations. The parents of all newly admits are administered the Home Language Identification Survey (HLIS). At this point the informal oral interview is conducted either in English or in the native language. Translation services are provided to those parents who need assistance during the ELL identification process. If a language other than English is spoken at home then Mrs. G. Ikonomou, the certified ESL teacher, who is responsible for the screening, contacts the School Based Support Team, (SBST), and after they all have checked CAP and ATS records, they make a decision. Based on the responses recorded on the completed HLIS by the parents, a student can be eligible for LAB-R. Mrs. G. Ikonomou, the ESL teacher, administers the assessment to indicate eligibility for ESL services within 10 school days of the child's entrance in the school. Students who score at or below LAB-R cut scores are Limited English Proficient and eligible for ESL services. Placement depends on the students' performance. In addition, ELLs who have Spanish as a home language and who are not successful on LAB-R, are administered the Spanish Lab to indicate proficiency in their native language. Mrs. G. Ikonomou in cooperation with Mrs. Reyes, who is a Spanish speaker classroom teacher, administer the exam. Every spring, all the ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Based on their scores they either continue to receive services or they test out, which means that no further services are required except LEP support for two more years.

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.

Paste response to question here:

Just before the newly admit ELLs are placed in the ESL program, the ESL teacher invites the parents and introduces the program choices by providing detailed information about each one. NYC DOE offers ELLs TBE, Dual Language, and Freestanding ESL. However, based on current CSE recommendations P140K only provides Freestanding ESL.

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 [\[see tool kit\]](#).)
Paste response to question here:
Since P140K is a D75 school the entitlement letters, Parent Surveys and Program Selection forms are distributed at the CSE.
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.
Paste response to question here:
P140K provides Freestanding ESL only. CSE decides as to where the identified ELL students will be placed. Parents receive information about the program in their language.
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.
Every spring, just before the NYSESLAT administration period, a time schedule is developed to ensure proper administration of the assessment. P140K provides additional make-up dates. This way every student is given the opportunity to take every modality.
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. 
Paste response to question here
P140K provides Freestanding ESL only. Those ELLs who are programmed for bilingual services have alternate placement paraprofessionals who assist them using the students' native language. The Alternate Placement paraprofessionals speak the students' native language and English.

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])?

Paste response to questions here:

Since P140 is a District 75 school all decisions regarding the services provided to the students are based on the mandates indicated by CSE in conjunction with the parents. ESL classes are mostly 12:1:1 and always in alignment with the mandates stated on the students' IEPs. In P140K instruction is delivered through Push-In and Pull-Out programs. The ELLs are grouped into homogeneous classes based on their grade level and level of language proficiency. Each class consists of ELLs ranged within three grade levels. Both programs include 50 minute periods of instruction. During Push-In instruction focuses on providing language support during the instructional block through the use of various methods to the ELLs across all content areas. During Pull-Out groups travel to their ESL room where instruction is delivered in English through the study of all content areas.

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)?

Paste response to questions here:

In P140K the mandated ESL instruction is provided as per CR Part 154. Beginning or Intermediate language proficiency level of ELLs in Elementary and Junior High School receive 360 minutes per week. Advanced ELLs in Elementary and Junior High School will receive 180 minutes per week of ESL instruction combined with 180 minutes per week of ELA instruction. At P140K there are not Advanced proficiency level students at the moment. A combination of Push-In/Pull-Out programs as well as appropriate scheduling ensures that the mandated number of instructional

minutes is provided. Collaboration as well as common planning between the ESL teacher and the classroom teachers ensures improvement of all language skills, which leads to academic excellence. Native language support is delivered by providing Alternate Placement Paraprofessionals who speak the students' native language and English when needed. P140K provides ESL services to all ELLs as per their IEPs.

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.

Paste response to question here:

Students at P140K acquire the English language through intense instruction which focuses on all content areas. The ESL lessons designed are rigorous, focus on all subject areas and target content specific academic vocabulary. The language of instruction is English. In order to support the needs of our ELLs, the NYS certified ESL teacher follows the New York State ESL Standards aligned with the Common Core Standards and incorporates ESL strategies such as the Cognitive Academic Language Approach (CALLA), Total Physical Response (TPR), Language Experience Approach (LEA), Whole Language Approach, graphic organizers and multi-sensory approaches used in conjunction with augmentative communication devices and Meyer Johnson picture symbols. The ESL teacher also uses technology (computer and computer software) to provide students with additional instructional support (e.g. brainpopesl.com, edhelper.com, eslprintables.com, kizclub.com, and others. To enhance the ELLs' performance in the ESL class, small group instruction and scaffolding techniques are used for targeting ESL skills and content area skills in order for the students to meet their short-term objectives and long-term goals.

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

Paste response to question here:

ELLs at P140K are K-8, most of who do not participate in state examinations due to their disabilities. As a result, they cannot take the state NLA tests. The ELLs are evaluated in their native languages through the support from Alternate Placement paraprofessionals who speak the students' native language and English, and the Bilingual psychologist.

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

Paste response to question here:

All ELLs at P140K participate in formal assessments. State ELA, Math, Science and Social Studies as well as the NYSAA provide valuable data for reading and writing. P140K also uses ECLAS-2, EL SOL, Fountas and Pinnell, DRA, and TCRWP to assess literacy skills. In addition, the NYSESLAT provides data in all four modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

Instruction for SIFE students focuses on developing literacy skills. Although ESL classes are homogenous based on the students' mandated ratios, SIFE students are included in the beginning proficiency level. Differentiated instruction ensures student participation and therefore progress. Additional help by bilingual alternate placement paraprofessional is provided.

ESL instruction for Newcomers focuses on developing language skills and provides support to help Ls integrate into the new environment and culture. Media centers for listening and viewing educational video-clips, cultural awareness through the art and interactive practice and games are some ways of assisting the newcomers.

ELLs receiving more than 4 years of service are provided with language support and preparation for the state assessments. However, most of our ELLs, due to their disabilities, are required to take Alternate Assessments (NYSAA). A request for extension of services is made for those ELLs who have completed 3 years of services.

Long-term Ls receive additional support besides the mandated instructional minutes that they receive. After school programs, assistive communication devices, alternate placement paraprofessionals as well as Academic Intervention Programs are some ways of supporting the long-term Ls.

Although currently there are no former Ls at P140K, support would be provided based on the State mandates. Title III programs as well as after school programs would be available to former Ls.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

Since P140K serves students with special needs, ESL instruction is differentiated to meet these needs. Strategies such as Total Physical Response (TPR), Language Experience Approach (LEA) as well as multi-sensory approaches are used. Apart from technology, use of smart boards and interactive software, ESL instruction is delivered through the use of a variety of materials to meet the students' needs. On Our Way to English, Reading A to Z and BrainPop are programs that provide materials content specific in ELA, Science, Math and Social Studies always aligned to the Common Core Standards. This way students have access to academic content areas. In addition, the ESL lessons are designed according to the NYSESL Standards and focus on Linguistic objectives which help students accelerate their English development. Augmentative Alternative Communication (AAC) devices, which provide visual supports, encourage interaction and increase motivation. Meyer Johnson picture symbols promote communication, which lead to learning. Age and grade level appropriate materials, in conjunction with materials specifically adapted to meet the ELLs' special needs, ensure progress in their language learning process. Those ELLs whose IEPs mandate bilingual instruction receive Freestanding ESL with the addition of Alternate Placement paraprofessionals who speak the students' native language and English.

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?

Paste response to question here

Technology is used systematically throughout instruction to ensure student participation and increase student motivation. Native language support is provided by the presence of bilingual paraprofessionals who offer individual assistance. In addition, differentiated instruction ensures IEP goals and English proficiency achievement.

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:			

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

Social Studies:				
Math:				
Science:				

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

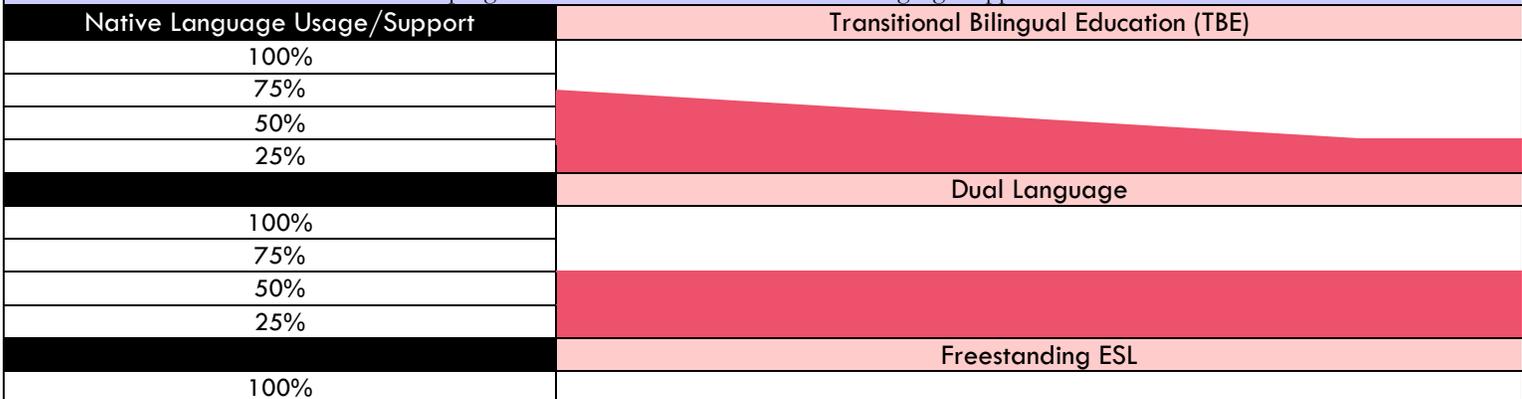
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
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.



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.

Paste response to question here:

P140K offers several intervention programs for ELLs in ELA. Corrective Reading and Great Leaps are intervention programs targeting reading grades 3-8. Reading Mastery is a K-2 reading intervention program. The services range from small group in Great Leaps to one to one in Corrective Reading. All reading Intervention programs gear towards students with reading levels below their grade levels. The language in which they are offered is English. Native Language support is offered to students who need it through Alternate Placement paraprofessionals who speak the students' native language and English.

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

Paste response to question here:

As of now our Freestanding ESL program meets the needs of our ELLs in all content areas. At the same time it fosters language development because as literacy develops all 4 competencies are supported. ESL instruction provides language support in all content areas, ELA, Math, Science, Social Studies etc. The NYSESLAT results every year provide the necessary data that proves the effectiveness of the program. All classroom teachers at P140K are aware of the LEP students in their classes. Therefore, the necessary differentiation during instruction is provided.

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

Paste response to question here:

For the upcoming school year Reading Mastery for grades K-5 will be considered. This Intervention Program will target reading for alternate assessment students.

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

Paste response to question here:

Since all the intervention programs are new their effectiveness will be determined once there are results from the current services. None of the programs for ELLs will be discontinued.

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

Paste response to question here:

At P140K all students have access to every available program. Apart from the Intervention Programs, ELLs participate in PBIS as well as clubs and the after school programs which provide physical education services. ELLs that accumulate PBIS points have the opportunity to participate in educational clubs (technology, movies, games, work study) that are offered every Friday during school hours. All ELLs participate in the Intervention Programs because it is part of their weekly instructional plan.

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

Paste response to question here:

P140K uses New York State Math Curriculum Modules for alternate assessment students grades K-8. Math In Focus is used with standardized assessment grades K-8.

For ELA, Journeys (K-2), Expeditionary Learning (3-5), Readers Journeys (6-8), and On Our Way to English are used along with a variety of educational websites, which provide additional materials to support ELLs, such as eslprintables.com, kizclub.com, brainpopesl.com as well as various apps available. In addition, Bilingual Glossaries and Dictionaries are used for native language support.

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

Paste response to question here:

At P140K native language support is delivered through the use of native language resources as well as the presence of alternate placement bilingual paraprofessionals, who speak the students' native language and English.

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

Paste response to question here:

P140K uses a variety of resources to support ELLs in all subject areas. Freestanding ESL instruction is not only driven based on the data collected, but also on the curriculum developed for each grade level. Therefore, the resources used are carefully selected and always age and grade level appropriate. Text adaptations are very often performed in order to meet the special needs of our students.

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.

Paste response to question here:

At P140K newly enrolled ELL students are offered orientation sessions both before the beginning of the school year and during the school year. In addition, summer school offers new Ls a great opportunity to integrate within the school environment.

18. What language electives are offered to ELLs?

Paste response to question here:

The only language elective ELLs are offered at P140K is Spanish since the largest number of our Ls are Spanish speakers.

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)?

Paste response to questions here:

Currently, P140K only features Freestanding ESL program.

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.

Paste response to questions here

All teachers at P140K are required to attend at least 4 professional development courses a year. District 75 offers professional development courses which focus on the needs of the ELLs and their disabilities. In addition, in house professional development focuses on developing rigorous lessons and instruction aligned to the Common Core Learning Standards. The P140K professional development plan this year focuses on Advance: Measures of Teacher Practice. For the months of September and October PDs focused on Planning and Preparation, followed by Instruction in November and December. Classroom Environment will be the focus in January and February. The topics for the remaining of the academic year will be determined based on the existing and future needs of the staff.

At P140K classroom as well as cluster teachers work closely with the ESL teacher to assist ELLs as they transition from one grade to the next and from elementary to middle school. Additional tutoring is provided by classroom and/or cluster teachers to those ELLs who need academic support transitioning to the next level. On the other hand, guidance counselors offer psychological support and advice in order to address social issues and ensure a smooth transition.

However, ELL training for all staff is very crucial. Frequent reminders of the dates for the Jose P. training program are provided to ensure staff participation and completion of the program. All special education teachers are strongly encouraged to participate in the 10 hour ELL training. Records of the certificates obtained by the teachers who complete the training, are maintained in the teachers' files.

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?

Paste response to questions here:

At P140K the role of the parent coordinator is very important. It mainly involves parent outreach, providing resources to the families depending on their needs such as home attendant, and conducting workshops. Some workshops are: What is an IEP?, Why are Related Services Important? etc. Family engagement is also provided through special events such as weekend fairs. P140K offers parent orientation sessions at the beginning of the school year where parents are informed of the various activities scheduled for the year. For the parents of ELLs there are interpreters who provide translating services. Various activities are organized throughout the year that foster parental involvement. Parent meetings, parent-teacher conferences as well as assemblies are some of the activities. In addition, P140K offers parents a variety of workshops every year in order to inform parents of aspects of their children's education and requirements. Some of the subjects include IEPs, related services, busing etc. P140K also partners with agencies to provide workshops to parents. Agencies such as BCID, RAMAPO, QSAC, and IDEAL are some of which provide valuable workshops to parents. The needs of the parents are identified and evaluated through school-based surveys at the beginning of the school year. Translating surveys are provided to parents of ELLs. Based on the data collected and the needs of the parents P140K determines the activities and workshops that will take place throughout the year.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>P140K</u>		School DBN: <u>75K140</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roderick Palton	Principal		11/8/13
Heather Henschke	Assistant Principal		11/8/13
R. Biswas	Parent Coordinator		11/8/13
Georgia Ikonou	ESL Teacher		11/8/13
Willie Mae Wright	Parent		11/8/13
Miguelina Reyes	Teacher/Subject Area		11/8/13
	Teacher/Subject Area		
Sandra Bynum	Coach		11/8/13
	Coach		
	Guidance Counselor		
	Network Leader		
C. Tucker	Other <u>Data Specialist</u>		11/8/13
C. McGuire-Boston	Other <u>Speech</u>		11/8/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75K140 School Name: P140K

Cluster: _____ Network: 4

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.

P140K determines its language translation and interpretation needs by using the data gathered when parents complete the Home Language Identification Survey, every time a new student is enrolled in the public school system for the first time. Additional data is gathered by the ATS reports that include the home language information. Emergency cards also provide information languages spoken at home. Direct contact with the parents and legal guardians assist with the evaluation and assessment of the school language needs.

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.

At monthly SLT and parent/teacher meetings we discuss the school program. These settings are an open forum that is held to identify parents' concerns and needs. Translation is available to parents in their native language. As of now the largest percentage of the Non-English speaking parents speak Spanish, 22, while 2 speak Bengali, 1 Haitian Creole, 2 Arabic, and 1 Russian. Twenty of them require written translation while fifteen require both written translation and oral interpretation. Classroom teachers along with the School Based Support team and staff are all aware of the ELLs' parents and their needs. The parent coordinator, principal and assistant principals as well as the office staff and teachers make sure that Non-English speaking parents' translation and/or interpretation needs are met to ensure constant communication for the students' benefit.

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.

P140K provides in-house translation services to parents in their native languages by school staff and parent volunteers. . At P140K we currently provide translation services for Spanish, Haitian Creole, Bengali, Russian, and Arabic speakers. Non-English speaking parents have been provided with a translated Bill of Parents' Rights and Responsibilities. Limited English Parents have the opportunity to participate in and have access to all programs available. P140K has appropriate school signage and form in all five languages mentioned above. School documents are always translated on time since the translated team of the school sets the documents under strict priority.

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.

At P140K oral interpretation services are provided by staff members such as teachers, alternate placement paraprofessionals, and family workers. If an interpreter is required during IEP meetings the parent is informed to contact the chairperson on the Committee of Special Education.

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>.

P140K will fulfill Section V I of Chancellor's Regulations A-663 by translating all notices, memos, and any documents for parents in their native language. As a result, P140K translates documents in Spanish, Haitian-Creole, Bengali, Russian, and Arabic.