

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: NATHAN STRAUS PREPARATORY SCHOOL OF HUMANITIES /PS 140

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

Principal: ESTEBAN J. BARRIENTOS

Principal Email: EBARRIE@SCHOOLS.NYC.GOV

Superintendent: DANIELLA PHILLIPS

Network Leader: RENARDO WRIGHT

School Leadership Team (SLT) Signature Page

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

Directions:

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

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

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 100% of teachers in P.S. 140 Manhattan (P.S. 140M) will deepen their understanding and teaching effectiveness to maximize student learning as evidenced in classroom observations using ADVANCE - Teacher Evaluation System which is aligned to the Danielson Framework for Effective Teaching and Common Core Learning Standards (CCLS)

Comprehensive Needs Assessment

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

A needs assessment conducted school-wide indicated that focus should be placed in aligning instructional practice to the Danielson Framework and (CCLS) to improve student performance and augment instructional practice. The Quality Review (QR) conducted in the 2013/2014 school year indicated a need to improve consistency of instruction, differentiation of instruction across grade levels and concrete team planning to hone and refine instructional purpose in the school. Therefore, an emphasis on effective teaching practice that addresses the needs of students in all cohort groups in our school (general education, special needs and English Language Learners - ELL) will be a top priority in the 2014/2015 school year. The needs assessment also pointed to the importance of conducting additional classroom observations by the school administration to establish well-tuned monitoring and debriefing mechanisms to track teacher instructional practice during the school year.

Instructional Strategies/Activities

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

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

1. P.S. 140M will provide weekly professional development and training sessions each Monday and Tuesday for classroom teachers and support staff to focus on the CCLS and Danielson Framework. The staff will be given an opportunity to meet in grade level teams to plan and discuss instructional practice, e.g. literacy, mathematics, science and social studies teams. Lit Life (Teacher's College – TC) literacy in-house workshops will be held two times a month to review exemplary practices and present demonstration lessons to improve pedagogy school-wide. Professional development opportunities will be provided by CFN 406 to stress the importance of professional growth. In addition, the staff will attend professional development and training at TC and independent training sites to improve literacy, mathematics, social studies and science instructional skills.

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

1. The principal and assistant principal, in conjunction with teacher leads, will plan in-house professional development for the staff in the 2014-2015 school year. Staff in grades Pre-k to 5 will participate in Lit Life and Mathematics (Pearson ENVISION Mathematics Program) professional development from October 2014 through May 2015; Pearson Mathematics and Scholastic Code X training will take place for staff in grades 6-8; science and social studies training will take place for all staff in grades K to 8 in-house and Children First Network 406 (CFN 406); the Network will assist in arranging inter-visitations to other schools to observe exemplary programs (general education, special needs and ELL) for professional growth; and teachers will have the ability to attend college and/or university courses to further enhance their classroom practice by using Title I funding to support this initiative.

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

1. MoSL assessments-TC Running Records – K to 5 and grade specific assessments in social studies, science and literacy results in fall 2014 and spring 2015; ADVANCE Teacher Evaluation System observations, suggestions for improvement and mid-year and final ratings; use of running records, conference notes and on – going student assessments will be used to gauge the progress and effectiveness of strategies and practices used by the staff in 2014/2015. Assessment of student progress will encompass all grade levels (Pre-K -8) during the school year.

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

1. All initiatives described in Section B and C will have start dates of October 2014 through May 2015. Teachers will have time to plan for the 2015-2016 school year in June 2015, during our Monday and Tuesday professional development days and June 2015 Clerical Half Days set aside for planning and curriculum and instruction discussion.

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

1. All grade levels will be programmed to a minimum of eight to ten periods of ELA and Math instruction weekly. In addition, all teachers in grades pre-kindergarten to 8 will include a minimum of four to five periods of social studies and science instruction weekly. Classroom teachers and support staff (SETSS, speech and ELL) will provide group and one-to-one intervention during the school year. All staff will be programmed to attend professional development and training on Monday and Tuesday afternoons from 2:20 p.m. to 3:40 p.m. In addition, Crisis Intervention and designated after school programs will have a mathematics and literacy focus. In December 2014, a Regents Environmental Science Enrichment Program will be conducted by the middle school science teacher for grade 8 students sitting for the spring 2015 Regents.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be invited to attend School Leadership Team (SLT) and PTA meetings. Monthly parental workshops will be held by the parent coordinator and school administration to keep parents apprised about the school's instructional initiatives, strategies to address the academic needs of students and the role parents can take to network with the school staff. P.S. 140M welcomes the input of parents throughout the school year. In the 2013/2014 New York City Department of Education (NYCDOE) Snapshot, 97% of the parents indicated that the school has provided a conducive and wholesome environment for academic exposure and learning.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 10% of students in grades 3 to 8 will progress from Level 2 to Level 3 in ELA, as evidenced by the administration of the spring NYS ELA (Reading/Writing) Test.

Comprehensive Needs Assessment

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

P.S. 140 received a rating of "Proficient" on the 2013-2014 school year QR and "Proficient" on NYCDOE Quality Guide and Snapshot in the following areas: Student Progress, Student Achievement and School Environment; it received Approaching Target in Closing the Achievement Gap rating on the Quality Guide and Snapshot. The school had approximately 69% of students who scored Level 2 on the spring 2014 New York State Education Department (NYSED) ELA Test. A focus on well-planned instructional practice will be instrumental in meeting the NYS Annual Yearly Progress (AYP) in spring 2015. An analysis of the spring 2014 NYS ELA test results indicated that a concerted effort must be placed in the improvement of comprehension and inference skills in grades 3 to 8. It was noted that students were able to read text without difficulty. However, their comprehension and inference skills were lacking and in need of improvement if progress is to be made on the spring 2015 NYS ELA Test.

In the 2013/2014 school year the NYCDOE Quality Guide and Snapshot indicated that 9% of students were on scored Level 3 or Level 4 in the spring 2014 NYSED ELA Test; 15% of students scored Level 3 or Level 4 in the spring 2014 NYSED Mathematics Test; 96% was the average pass rate for courses in mathematics, literacy, social studies and science; 95% of P.S. 140M former grade 8 students earned enough high school credit in grade 9 to be on-track for high school graduation. The Snapshot also indicated that 80% of students feel that the school offers enough variety I programs, classes, and activities to keep them interested in school, which is higher than the City and District average; and 97% of parents are satisfied with the education their children receive, which is higher than the City and District average.

Instructional Strategies/Activities

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

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

1. Teachers in grades K to 5 will implement the TC Whole Language Literacy Program. Staff in grades 6 to 8 will continue to follow the scope and sequence presented in the Scholastic Code X Program which is fully aligned to the CCLS. Teachers will track students' progress by using running records; continue to implement on-going student assessment data to focus on student needs; plan for guided and independent reading lessons to further enhance reading comprehension; and continue to use the Writing Workshop Model to improve literacy proficiency in the 2014-2015 school year.

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

1. The principal, assistant principal, in conjunction with lead teachers, will oversee the implementation of Scholastic Code X, Pearson Mathematics, Lit Life and Teacher College programs. A trained Lit Life consultant (Nadine Ruzzier, PhD) will provide in-house professional development and training to staff in grades pre-kindergarten-5. CFN 406 will provide professional training to staff in grades pre-kindergarten to 8 at the Network level and local community schools. The school administration and staff will plan collaboratively to develop a Crisis Intervention Plan to address the needs of students with academic needs. The plan will include specific periods programmed to provide the needed literacy intervention to bolster progress in literacy and other content areas. Funds have been set-aside to develop after school programs to place an additional emphasis on student literacy intervention for all student cohort groups. Funding from Title I will provide for weekend seminars and workshops to further emphasize quality literacy instruction on all grade levels.

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

1. MoSL pre and post assessment results; the NYS ELA Test and on-going in-classroom student assessments will be used to evaluate progress in literacy. Programmed reading and writing class celebrations will be held throughout the school year to focus on the importance of literacy on all grade levels. If trends indicate an attenuation of improvement in students' literacy growth, refinement and modifications will be made to provide staff an opportunity to participate in professional development training to address the specific needs identified for improvement.

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

1. All of the professional development initiatives will commence October 2014 and end May 2015, with time in June 2015 to plan school-wide for September 2015.

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

The principal, assistant principal, in conjunction with lead teachers, will be instrumental in programming professional development in the school organization. CFN 406 will also work in conjunction with the school to design a professional development plan to meet the needs of the staff and provide timely opportunities to attend professional training in a timely and meaningful manner.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Parents will be apprised regarding the professional initiatives taking place in the school organization to improve literacy proficiency. The school administration will provide periodic reports (newsletters and updates) during SLT and PTA meetings and mailings. Parents will also be requested to provide input and suggestions to foster an improved parent/school communication link.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 100% of classroom instructional practice will be aligned to the Common Core Learning Standards (CCLS) to promote cohesiveness of instruction and better address the needs of all student cohort groups school-wide resulting in a 10% increase in the spring 2015 ELA and MATH NYS assessments.

Comprehensive Needs Assessment

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

The 2011/2012 and 2013/2014 Quality Review reports indicated that a focus should be placed in promoting more cohesiveness of curriculum across grade levels. Mention was made about inconsistencies regarding running record and conference logs, measures taken to establish differentiation of instruction, student engagement and the need to refine and develop strategies to improve higher order thinking skills. In discussions with the staff, it was agreed that a concerted effort would be made to address the salient points made in both Quality Reviews. Therefore, there is a need to align curriculum across grade levels, extend practices to fully engage students in the learning process and expose students to rigorous and challenging tasks. An endeavor will be made to establish student-centered environments to motivate all learners to participate fully in their educational experiences and engagement, e.g. small group instruction, differentiation of instruction modalities and using assessment data to drive instructional practice in general education, ELL and special needs classes. Although 35% of teachers were rated Highly Effective and 65% rated Effective in the 2013/2014 school year and there was a demonstration of positive professional growth, there is still room to augment, refine and hone instructional practice school-wide.

Instructional Strategies/Activities

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

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

1. In order to address the needs assessment, a focus on establishing a stringent professional development and training schedule in the 2014-2015 school year will be a priority. In grades kindergarten through grade 8, teachers will be programmed to receive professional development in literacy and mathematics, meet in small grade level groups to plan effectively and discuss curriculum and instruction. The school administration has arranged, with the assistance of CFN 406, to visit exemplary school programs to observe, debrief and implement practices to improve instructional practice. Planned professional activities will take place each week (Monday and Tuesday) to maintain a flow and focus of the skills needed to promote cohesiveness of instruction school-wide.

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

1. The principal, assistant principal and lead teachers have planned and prepared a professional development schedule in the 2014/2015 school year. In addition to Lit Life and CFN 406 workshops, the staff will be encouraged to enroll in college and/or university workshops to augment their skills in delivering cohesive and well-developed instructional practice. Keeping in mind that consistency and cohesiveness is paramount school-wide, frequent team meetings will be held to debrief and discuss successful instructional strategies and skills to enhance instructional practice. The curriculum meetings will be held during the Monday and Tuesday professional development days held during the 2014-2015 school year.

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

1. The ADVANCED TEACHER EVALUATION SYSTEM will facilitate the observation of teachers and provide for monitoring the success or need of improvement in promoting consistency and cohesiveness of instruction in general education, special needs and ELL programs. The school administration will be mindful of the importance of rigor, differentiation of instruction, student engagement, use of assessment data to drive instruction and comprehensive and thoughtful planning. Post-observation debriefings will provide teachers with positive feedback for improvement and highlight positive growth.

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

1. Teacher observations will begin in October 2014 and will continue until May 2014. Mid-Year and End-of-Year review of instructional practice will take place with each teacher to provide feedback in the effectiveness and impact of their instructional practice and how it can be improved. Stringent adherence to the Danielson Framework for Effective Teaching will be used to measure the success of teaching practice and professional growth. The staff will be informed about the importance of aligning instruction to the Common Core Learning Standards. The school administration will also request to review teacher lesson plans on a spot-check basis to ascertain that good planning practices are being followed by the staff school-wide.

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

1. Title I funding will support the implementation of the in-house staff development program (Lit Life). Tax Levy funds will be used to provide assistance in goal-setting by utilizing the Goal Setting Tool Kit Program to be used by the school staff.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are informed about school initiatives and teacher training activities during SLT and PTA meetings. Additional parent meetings are held during the school year to promote parental input in the quality of education being implemented in the school.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	guided reading / independent reading/read aloud activities / mentoring intervention performed by New York University and Metropolitan College Teachers-in-Training	Delivery of service will consist of small group instruction	Service will be provided during school hours and after school enrichment programs in grades K to 8
Mathematics	SMART Board mathematics review with Level 1 and Level 2 Students – problem solving and critical thinking skills	Delivery of service will consist of small group instruction	Service will be provided during school hours and extended day programs
Science	SMART Board science review with Level 1 and Level 2 students and hands-on experimentation	Delivery of service will consist of small group instruction	Service will be provided during school hours and extended day programs
Social Studies	SMART Board social studies review with Level 1 and Level 2 students and interpretation of document – based questions and facts	Delivery of service will consist of small group instruction	Service will be provided during school hours and extended day programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling is provided by the guidance counselors, school psychologist and in-house counselors from Henry Street Settlement addressing the needs of students identified as high-risk. Behavior modification skills and self-imaging counseling provided by in-school providers	Delivery of service will consist of individual and group counseling	Service will be provided during school hours

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
At P.S. 140M, we endeavor to hire Highly Qualified Teachers (HQT) prepared to meet the challenge of providing quality instruction to our youngsters. The school organization is comprised of diverse student cohorts (general education, special needs and ELL) that require well-prepared and highly structured teachers to provide quality instructional practice. The P.S. 140M Teacher Hiring Committee utilizes a check-off list of important characteristics needed to be a successful professional in the school organization. A review of a candidate's educational and professional training credentials, work experience, commitment to continue to grow professionally and NYS certification are determinants in selecting a candidate for an interview for a teaching position. We seek candidates that exhibit a nurturing professional philosophy and creativity in using teaching modalities that motivate, engage, provide rigor and stimulate higher order thinking skills. The candidates should also be able to be open to positive and supportive criticism and suggestions for improvement as a professional. Lastly, the candidates should be able to express the importance of having high expectations and understand that all students can succeed academically.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff will be programmed to professional development and training workshops. Since P.S. 140M is using field tested literacy and mathematics programs, the staff will participate in workshop offered by Pearson Mathematics in grades K to 8, Scholastic Code X in grades 6 to 8 and(TC) in grades kindergarten to 5. CFN 406 will provide professional development throughout to schools in the network. Staff development will also be offered by CFN 406 in social studies and science. Teachers will be encouraged to attend training in local colleges and/or universities to further enhance their professional growth. The goal of teacher training is to improve instructional practice, provide a foundation for structured planning and establish a community of educators who are well-prepared to have success in aligning their instruction to the CCLS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Since P.S. 140M is a Title 1 school, the majority of funding is used to supplement the intervention and enrichment services offered to our students. 15% of funding is used for professional development and training for the staff to attend college and/or university training. Approximately 25% of funding has been designated for in-house professional training provided by Lit Life, which began in October 2014 will continue until May 2015. The funding for Students in Temporary Housing (STH), Title III and a percentage of Tax Levy funds are used for after school enrichment programs. Additional funding is provided by the 21 st Century Program Grant to implement middle school initiatives and after school programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The curriculum in the pre-kindergarten program is aligned to the CCLS and easily transitions to the school's kindergarten program. Teachers in the grades Pre-k to 2 have weekly team meetings to discuss curriculum, planning and continuity of instructional services. Teachers refine and modify instructional approaches to maintain a cohesive and structured framework that promotes positive instructional outcomes for students. Parents are invited to meet with teachers in the Pre-K-2 to become cognizant of the goals established at each grade level and flow of continuous instruction taking place in our Early Childhood Program. Teachers are given the charge of monitoring student progress and identify students who may be in need of early intervention services, e.g. speech, occupational therapy, counseling or special needs services.

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
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measures and the professional development provided regarding the use of assessment results to improve instruction.

In June 2014, meetings were held with the staff to discuss MoSL assessment options for 2014/2015. In addition, a MoSL election took place to select member of the MoSL Team for the 2014/2015s school year. The team was comprised of the principal, assistant principal and four teacher representatives. The team met and options for the MoSL assessments were discussed and assessments selected. The following are the MoSL selections made by the team: grades kindergarten to 5 TC Running Records; grades 1 to 3 mathematics; grades 6 to 8 science and social studies. In addition, teachers in P.S.140M administer on-going teacher-designed and program-designed on-going assessments to gauge student progress. Teachers also use the results of the assessments to plan and prepare lessons to implement, monitor, and modify differentiation of instruction strategies used in the classroom.

The school administration and MoSL Team attended professional development and training sessions during July 2014 to receive edification on the changes made to the MoSL assessment plan for 2014/2015. The MoSL Team meets periodically during the school year to interpret and share assessment results with the staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 01M140

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 (SCEP) 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	\$231,456.06	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$39,296.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,210,332.00	X	See action plan

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

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Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: Nathan Straus Prep of Humaniti	DBN: 01M140
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 12
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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: PS 140 implemented a Title III Extended Day Enrichment Program for 12 (Grades 1 - 6) ELL students needing further language skills development, academic improvement and social adjustment. The criteria we used to select the 12 ELL students for the Title III program based on the number of years they have been receiving ELL service, their progress and needs. We took a look at their baseline, ELA, Math, and NYSESLAT test results as well as classroom performances when determining their needs for the school year of 2014 – 2015. As for the students who are in grades 1 – 2 who have only taken the NYSESLAT test, we look at their NYSESLAT test results and work progress in their classes, as well as the classroom baseline assessment from September 2014.

The Title III program will be organized into two separate subgroups: Elementary and Middle School. The Elementary group and the middle school groups will meet on Wednesday, Thursday and Friday from 2:30 - 5:00. The session begins September 2014 and last till June of 2015. There will be 10 elementary and 2 six grades, a total of 12 students. The program will meet 7.5 hours per week, two and half hours per session, three times a week for 26.5 weeks. The elementary students will have specifically assigned assignment based on their assessments through interactive software program that we purchased to target their needs, while the teacher conducts small group instruction with the middle school students. Each of the students will have a work station to work on their assigned task for Math and ELA. When the teacher finishes her guided teaching with the Middle school level, she will conduct guided lessons with the Elementary group, while the Middle school students go on the work stations to practice their individualized target skills. For reading, we will use FASTFORWARD(this program target the students' specific deficiencies). For math, we will use Pearson Math(this program will target middle school math skills) to bridge the gap.

For Direct/Guided English instruction, the students will be grouped according to their proficiency in English. Some of the classroom activities include interactive reading, listening, social and academic language development, as well as independent reading while teacher conducts guided reading. The students will also be using technology during the Title III program to enhance their listening, reading comprehension as well as practicing their critical and higher order thinking skills. The Title III program will be using interactive programs such as: STARFALL(Math and English), ABCYA.Match, Reading Rabbit, Cool Math, RAZ-Kids and READWORK(for close reading) to provide additional supports. The teacher will conduct small group instructions while other students participate in lessons on interactive software and smartboard.

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

Part B: Direct Instruction Supplemental Program Information

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

Elementary School Group: 1st grade – (1 low intermediate), 2nd grade – (1 low intermediate), 3rd grade – 4(Intermediate), 4th grade – 2(Intermediate), Fifth grade - 2(intermediate)

Middle School Group: 6th grade - 2 students (2 beginners).

The 1st and 2nd grades will be grouped together for math according to their most needed areas as well as for guided reading. The 3rd, 4th, and 5th graders will be grouped together for math and guided reading. The teacher will also conduct read aloud as a group to practice reasoning and questioning.

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 content area teachers will develop professional opportunities for general education and special education teacher, including the ELL teacher after school during SY 2014 - 2015. A total of 7 teachers will participate in these workshops. A PD activity for teachers will be conducted to provide them with strategies that could be used in general education and special education classes to address the language development needs of the school's ELL students. The PD session as was designed in SY 2012- 2013, will meet on Monday for a total of 3 sessions - 1 hour per session, once a month (2:30 -3:30). At the end of the PD sessions, the staff attending the sessions will enumerate a list of ESL strategies that could be used in the content areas in general classes by monolingual teachers. The ELL teacher will incorporate these strategies into her lessons for the Title III program to support the students.

The workshop providers will be: Amanda Hearty (Common Branch - 5th grade), Laura Schaefer(Math/Science 6th grade), and Kim Apollo(Math - 8th grade).

The teachers who will be part of these PD workshops are: Susan McMullen(K-5 Common Branch), Nicola Hannoman(6/7/8-Sp. ED.), and John Virillo(8-ELA), Kevin Miller(Common Branch), and Stacey

Part C: Professional Development

Bancone(7-ELA), Kim Apollo(8-math), and Ming Liang (ELL certificated).

The specific professional activities that are tailored to support the Title III program activities and assist the Title III service provider in the implementation of the Title III program will cover: 1) Bicycle Math: multiplication strategies-differentiated methods to reach the different levels of students (math fact family, doubling, and skip counting), 2) geometry-impossible heights (calculating and measuring with your shadow), 3)Balancing equation-set it up(algebra and Functions). The activities will provide the teachers hands-on practice of the actual strategies which will provide a in depth understanding of the strategies and concepts. The different activities will provide the teachers the bird eyes's view of the scope and sequences for math, and the connection between each grade level. The activities will give teachers differentiated strategies to approach the same problem when students encounter difficulties. The teacher will be able to use the different strategies she acquires from the PD to conduct small group instructions to reach those students who learn differently from other students. The Multiplication strategies workshop provides a variety of fun ways, where math facts practice is presented as a game, or "face off" with a friend, or the factor dance. These different activites helps students internalized the math concepts through active movements. Using Bicycle Math, not only teach math, but also brings social studies, ELA, geography of our local community, and world geography together. It teaches reading through active play, mapping skills, analyzing word problem strategies to get to the problems.

Topics:

1. Differentiated multiplication strategies Date: 11/24/14
2. Geometry - Impossible Heights Date:12/15/14
3. Balancing equation (Analyzing the word problem and setting it up) Date:1/12/15

Part D: Parental Engagement Activities

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

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

Begin description here: At the beginning of the school year (SY 2014 - 2015), parental orientation sessions were held in the school's auditorium and PTA room, which focused on explaining the ELL Program at P.S. 140. Parents were also informed about the various ESL, Bilingual and Dual Language Programs in the region. Parents were informed that they had the option of placing their children in other programs, which best served their needs. However, none of the parents who were given options elected to remove their children from the ESL program in PS 140. Parent Orientations sessions were offered in September, October, and will continue throughout the year (November, December 2014 and

Part D: Parental Engagement Activities

February, March, and April 2015). In addition to providing parents with program orientation, the sessions also provided insight into the important of parental involvement in the school, student assessment, and academic achievement of ELL students. Parent workshops will focus on how parents can assist students in attending better language skills at home and in the community through classroom activities which both the parents and students will participate together.

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

As part of the workshop, the parents will also get the first hand experience with active learning with technology. They get to play with the learning activities on the computer and smartboard.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
SELECT ONE														0
Total	1	1	1	1	1	1	1	1	1	0	0	0	0	9

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	18	4	2	17	3	5	19	4	12	54

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	18	4	2	17	3	5	19	4	12	54
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	0	0	0	0	2	0	4	2					11
Intermediate(I)	1	1	4	2	0	1	1	2	4					16
Advanced (A)	2	4	2	2	1	0	10	5	5					31
Total	6	5	6	4	1	3	11	11	11	0	0	0	0	58

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	1	2			3
4	1	1			2
5	9	1			10
6	5	3			8
7	11	0			11
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
 The assessment tools PS 140 is using to assess the early literacy skill of the Ells are Fountas and Pinnell, DRA and TC. These data show the teachers an in-deep view of the students in all language areas. The results of the data provides informatio about students' strengths and weaknesses. The teachers will utilize these data to drive instruction, planning guided teaching groups and to

individualize instructions. The LAP team members use the LAB-R, NYSESLAT, ELA, Math, ECLA, Formal and Informal reading record to analyze the students' progress and needs. The school LAP team reviewed each set of subtest scores from the NYSESLAT, LAB-R and Interim assessment from last year for weaknesses and strengths before planning the schedules for the year.

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

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

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

No sub-test scores available.

4. For each program, answer the following:

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

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

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

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

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

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Not applicable to PS 140.

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. All registration is completed by train pedagogue with trained Native Language translators(Spanish, Russian, and Chinese) stand by. The steps PS 140 followed for the initial identification during registration are: 1)Informal Oral interview of parents in English and Native Language by trained personnels/ELL teacher during registration to collect student background information. 2) Administrate the Home Language Survey in English and other native languages. 3) Inform parents whose home language is other than English of the possibility that their child might be given the LAB-R test. 4) The ELL teacher review Home Language Survey, assign language code and determine eligibility for testing. 5) The ELL teacher will test students who are entitled to be tested with the LAB-R. 6)Hispanic students who failed the LAB-R will be given a Spanish LAB to determine Native Language fluency. The ELL teacher also prints a copy of the RLER every two days to ensure all entitled to be tested students will get tested within the first 10 days as well as working with the secretary to double checking the registration forms for new admits. 7) Entitlement letters will be send out by mail to notify parents and the upcoming parent teacher orientation meeting.
The The parent orientation for incoming students first entering the NYC school system takes place within ten days of enrollment and is conducted by the licensed ELL teacher who also administers the HLIS and LAB-R. The structure we have in PS 140 is the license ELL teacher review the HILS as they are filling out the forms, after reviewing the form, parents are being inform whether or not their child will be selected for testing, after testing, a letter in their native language and an English version of the letter will be sent to their home to inform them of the result. A letter for newcomer orientation will be sent, also in their native languages. We also make phone call in their native languages to accommodate parents who can't read or write in their native languages.
At the end of the school year, the school sends home letters in English, Spanish, Chinese, other NL to inform parents of themupcoming NYSESLAT Examine. The ELL teacher and the Parent and Coordinator also work in partnership to reach parents by phone calls, and face to face meeting with translator available.
The ELL teacher prints out an ATS report(RLAT) and RLAB that lists all the NYSESLAT entitle students. The ELL teacher then compare it to her class list. The teacher also print out the RLAB to check all entitled students. After the ELL teacher collects all information and organize it into the proper testing group, the teacher assign 3 licensed pedagogues to give the listening, reading, and writing test in separate location. The ELL teacher gives the speaking test one by one within the given testing period.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. In September, the ELL teacher will print an ATS- RLAT report to review the data of the NYSESLAT test. An RLER report will also be printed to determine LAB-R eligibility. All HLS will be reviewed to determine correct language code before testing. Parents will be inform of the testing and results. Entitlement letters will be sent home with the students to inform their parents of continued service. Non-entitlement/transitional letters will also be sent home with students to inform their parents of their children's progress. After testing is completed, parents' orientation letters for the newcomers and continued service will be sent home with children. Parents will have the oppotunities to explore the different options available. The ELL teacher will explore the topic of placing children in bilingual and dual language progrm if we have enough students and get feedback from parents. The ELL teacher will collect and review the parental survey for the trend of decision. Parents will be informed of the program offered at P.S. 140 during parent's orientation. Parents who wish to place their children in other program structures will be provided with transfer options if we do not have their choices of placement. Letters will be sent and phone calls will be made to inform parents of the meetings, student progress in their native languages throughout the school year. Parents will be invited to come and celebrate their children's reading and writing celebration, publishing party. After reviewing the parent's selection survey, the ELL teacher distribute the entitlement letter to the newcomers to take home. Parents are welcome to call the school if they have any question regards the placement in the ESL program. The ELL teacher has a checklist with all letters being send home with students. The ELL teacher also has a list with student signatures for those received the continued entitlement letters. PS 140 honors every choice they parents make. After reviewing their parent's selection, we discovered that all parents of the newcomers have selected to place their child in the ESL program.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. After reviewing the parent survey and program selection forms for the past two years, the school noticed the trend in program

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. We have only freestanding ESL program. However, native language support is available in the classroom and ESL class. Student work will be used to evaluate the students' reading and writing ability for instructional purpose. The teachers will use the data she collected from the students to plan and differentiate instruction according to individual need.

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

5. The Ell teacher works with the classroom teachers to create teacher assessments and rubrics to assess the Ells appropriately through the year, within every unit, and every lessons through either orally, collaboratively, or written assessments and assignments.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

and strategic teaching during reading and writing workshop, as well as content area vocabulary development.

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

Paste response to question here:

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

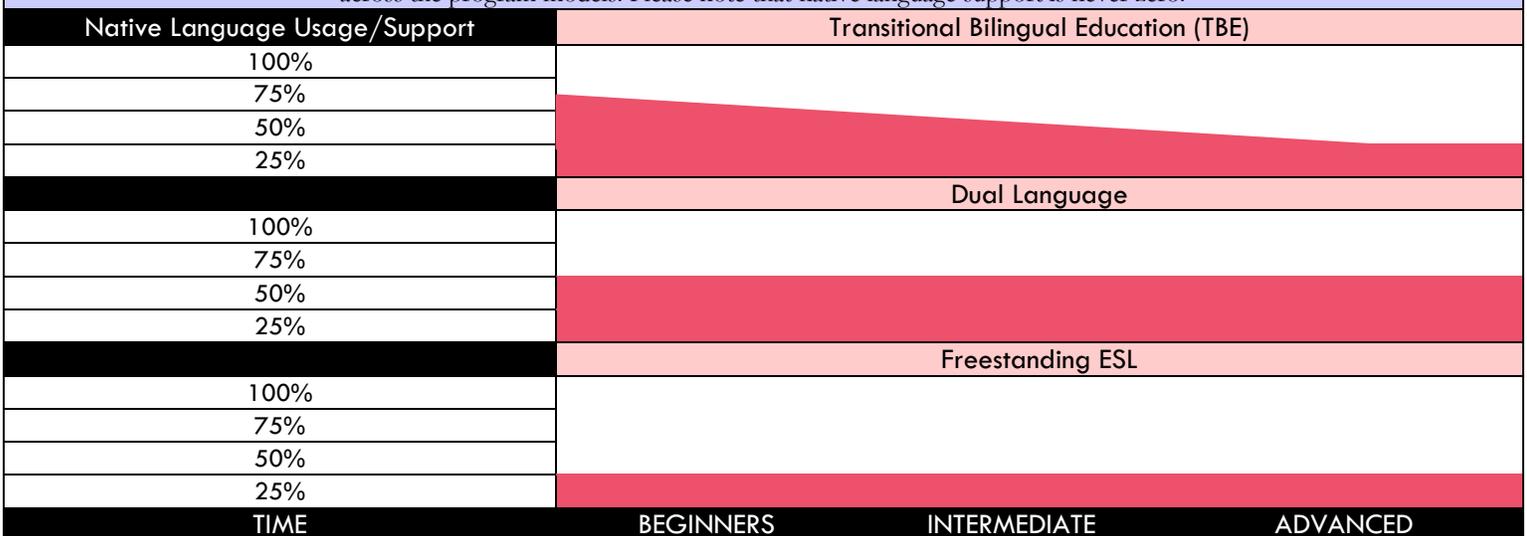
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9.

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

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

The staff at P.S. 140 celebrates the students' personal experiences and culture. We include the students' background knowledge and personal experiences in our daily teaching. We accept writing in their native languages to assess the students learning progress. The staffs use graphic organizers to scaffold instruction to bridge the gap of learning. Native languages materials are available in the classroom and school library. The library also has a listening center to accommodate the newcomers, and lower level readers. There are also software programs available to enhance listening, speaking, reading and writing in the school library. The teachers provide a fun, positive learning environment that engages students to become active learners. For the newly arrive students, works in their native language will be accepted as a form of measurement for the new students. The new students will be included and involve in all classroom activities. The school leadership and teachers are reviewing ELL interim assessments to identify the skills areas to address in the general education setting, with the ELL population. In conjunction with the ESL teacher, decisions are made to help augment the effectiveness of literacy lessons presented to ELL students in P.S. 140. The teachers also work with the SIFE students after lunch/preps, lunch and learn to provide additional instruction for SIFE, extended school day at 8:00am with classroom teachers for differentiated instruction, and Title III after school program for literacy and math instruction support.

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

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

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

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

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

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

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

14. The instructional materials we have available to support Ells are Reading A-Z in the content areas, Raz-Kids visual-audio books on line, Surbust read and write, Write out loud, Books on tapes and CDs, Word making, Read to me, and Science explorer on line, Leveled reading libraries, National Geography, author studies, and books of different genres. Resources that are used to support specific Ell needs, to promote oral language, listening, reading and writing are, Let's Talk about It, National Geography, I opener

trade books, Grade 3 science libraries, Ladybugs magazine, Highlight magazine, informational magazine with internet access, computer software for different content areas across the grade levels for Ells ranging from newcomers to advance levels.

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

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

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

16.

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

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

17.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Not applicable.

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Nathan Straus Prep

School DBN: 01M140

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **01M140** School Name: **Nathan Straus Preparatory School**

Cluster: _____ Network: **406**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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