



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**08X140**

**School Name:**

**PUBLIC SCHOOL 140**

**Principal:**

**PAUL CANNON**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Public School 140 School Number (DBN): 08X140  
School Level: Elementary Grades Served: PK-5  
School Address: 916 Eagle Avenue, Bronx, New York, 10456  
Phone Number: 718-585-1205 Fax: 718-292-1349  
School Contact Person: Paul Cannon Email Address: pcannon@schools.nyc.gov  
Principal: Paul Cannon  
UFT Chapter Leader: James Walsh  
Parents' Association President: Tim Harrell  
School Leadership Team  
Chairperson: Heriberto Santana  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 8 Superintendent: Dr. Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue, Room 6-10, Bronx, New York 10462  
Superintendent's Email Address: kames@schools.nyc.gov  
Phone Number: 718-828-6653 Fax: 718-828-6239

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Christopher Groll  
Network Number: 108 Network Leader: Lisa Pilaski

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

Position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or other risk\*.  
 If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Paul Cannon	*Principal or Designee	
James Walsh	*UFT Chapter Leader or Designee	
Tim Harrell	*PA/PTA President or Designated Co-President	
Nicole Lopez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heriberto Santana	Member/ SLT Chair	
Nancy Castelli	Member/ AIS Teacher	
Cynthia Welker	Member/ Special Education Teacher	
Deborah Staff	Member/ Speech Teacher	
Antoinette Holmes	Member/ PA Vice President	
Cecilia Ramos	Member/ PA Treasurer	
Valerie Short	Member/ Parent	
Iris Velez	Member/ Parent	

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

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

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

#### **The Capacity Framework and SCEP Development**

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success                 </li> </ul>	

in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Mission at P.S.140X is to ensure students, staff members, parents and our school community fully embrace the notion that "All Means All" in setting high academic & social expectations around the new Common Core Learning Standards so that our students are college and career ready for the 21<sup>st</sup> Century.

Our School made the most growth during the previous year in Tenet 4, and 6. The key areas of focus for this school year are found in Tenet 2, 3, 5.

The P.S. 140X community is housed in one of the lowest socio economic areas of the Bronx. Due to the economic status of our school, challenges include English Language Learners having migratory patterns and home language barrier, and lack of accessibility to technology at home.

Our strengths include the ability to increase parental involvement in conjunction with Children's Health Fund and the Parent Association, our partnership through Fordham University to create the Old School which provides 5<sup>th</sup> grade students the leadership opportunity to escort visitors while highlighting the history through our halls

## 08X140 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	660	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.5%	% Attendance Rate		88.6%
% Free Lunch	91.2%	% Reduced Lunch		2.3%
% Limited English Proficient	9.7%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		35.2%
% Hispanic or Latino	61.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	1.9%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.9%	Mathematics Performance at levels 3 & 4		17.5%
Science Performance at levels 3 & 4 (4th Grade)	72.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## 08X140 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	660	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.5%	% Attendance Rate		88.6%	
% Free Lunch	91.2%	% Reduced Lunch		2.3%	
% Limited English Proficient	9.7%	% Students with Disabilities		21.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		35.2%	
% Hispanic or Latino	61.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%	
% White	1.9%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.18	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		9.34	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.9%	Mathematics Performance at levels 3 & 4		17.5%	
Science Performance at levels 3 & 4 (4th Grade)	72.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 08X140 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	660	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		88.5%	% Attendance Rate		88.6%
% Free Lunch		91.2%	% Reduced Lunch		2.3%
% Limited English Proficient		9.7%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.9%	% Black or African American		35.2%
% Hispanic or Latino		61.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White		1.9%	% Multi-Racial		0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		11.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		10.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		9.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		7.9%	Mathematics Performance at levels 3 & 4		17.5%
Science Performance at levels 3 & 4 (4th Grade)		72.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		YES
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	P
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	P
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strategies include the review of common core to ensure curricular alignment, analyzing student on demand writing pieces, Ready Gen and Go Math performance tasks, monthly running records, and quarterly Rally progress results to flexibly group students and address their individual needs. In addition, the administrative team will provide targeted feedback based on their classroom observations and use of the Danielson rubric to improve the quality of the classroom instruction. Teachers will receive additional support in the implementation of UDL (Universal Design for Learning) strategies to meet the needs of all learners and the varying learning styles that exist within our building.

Teacher & Administrative teams are working toward creating a balanced literacy approach to improve performance in ELA, by engaging in on-going collaboration. Teachers will be engaged in Professional Development and training that is provided by peers, administration, and our partnering Network.

By mid-February 2015, all students will be assessed, and all data will help inform classroom instruction and on-going Professional Development.

### Part 2 – Annual Goal

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

By June 2015 95% of teacher teams will (work) collaboratively through cycles of professional learning to evaluate student work and refine curricula based on the needs of SWD's, ELL's, and our Tier III population in order to make adjustments to

instruction to meet the needs of all learners. This will be measured through the following initiatives: ADVANCE data from frequent informal observation around Charlotte Danielson’s framework for teaching, feedback discussion with teachers, wee weekly common planning sessions, staff development committee session , weekly grade leaders meetings, and weekly school implementation team (SIT) meetings.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Back to Basics: Teachers will support student foundational skills by focusing on the academic basics of phonics, phonemic awareness, mathematical operations.	Grades 3-5	January-April	Teachers
Early Morning Start: Teachers will guide students in their academic success reinforcing students’ abilities to use text based evidence as well as understanding, navigate, solve multi step word problems.	Grades 3-5	January-April	Teachers
Saturday Academy: Teachers will guide students in their academic success reinforcing students’ abilities to use text based evidence as well as understanding, navigate, solve multi step word problems.	Grades 3-5	January-April	Teachers
Parent Workshops: Staff and administration will collaborate with the parent association in order to increase parental knowledge of CCLS and how to assist their child at home with necessary strategies of success in the classroom and beyond	Parents	September-June	Select personnel

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Absence coverage, Professional development sessions, per session, materials/supplies.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
---

by February 2015, teacher teams will have engaged in two cycles of student data analysis, i.e. Benchmark assessments, RALLY, teachers college running records, and making adjustments to the curriculum.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	P
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	P
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Support Staff will work together with teacher teams to develop teacher's ability to use the data to respond to student's social and emotional developmental health needs, so students can become academically and socially successful.

### Part 2 – Annual Goal

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

By June 2015, P.S. 140 school-wide attendance will increase by 4% from 89% in 2014 to 93% in 2015.

### Part 3 – Action Plan

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

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student

**Target Group(s)**  
Who will be targeted?

**Timeline**  
What is the start and end date?

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

<p>subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>The school uses KINVOLVED App as an attendance tracker to improve PK-5<sup>th</sup> student attendance by sharing real-time information among families, and the school.</p>	<p>Students grades PK-5</p>	<p>September-June</p>	<p>Teachers, Parent Coordinator, Children’s Health Fund</p>
<p>We will utilize the attendance teacher to track and monitor attendance on a regular basis and provide feedback and data to the attendance and administrative teams &amp; identify at-risk students, make phone calls, conduct home visits and create incentives for increased student attendance.</p>	<p>Students grades PK-5</p>	<p>September-June</p>	<p>Teachers, Parent Coordinator Children’s Health Fund, and administration</p>
<p>Programmatic resources to increase student attendance are: (a) monthly awards assembly, (b) classroom celebrations, (c) school-wide Eagle Weekly and Bulletin Board Recognitions.</p> <p>Children’s Health Fund (CHF) – Healthy and Ready to Learn Initiative (HRL) will provide school-wide and targeted screenings for 8 Health Barriers of Learning (HBL):</p> <ul style="list-style-type: none"> <li>• Poorly Controlled Asthma</li> <li>• Vision Problems</li> <li>• Hearing Problems</li> <li>• Dental Pain</li> <li>• Behavioral/mental health problems</li> <li>• Hunger</li> <li>• Anemia</li> <li>• Lead Exposure/Poisoning</li> </ul> <p>Children’s Health Fund – Healthy and Ready to Learn Initiative will provide and/or coordinate school-based interventions to address certain HBL’s. Provide case management/care coordinating to ensure that external provider addresses HBL’s that are not addressed onsite.</p> <p>CHF-HRL will identify children missing NYCDOC school health form and follow up with parents to ensure completion and submission of forms.</p> <p>CHF-HRL will identify children missing MAF , Asthma, Action Plan, other forms and work with parents and external providers to ensure the forms the forms are updated and submitted to school.</p> <p>CHF-HRL will implement school-wide social-emotional learning curriculum and incorporate physical activity into the classroom structure.</p> <p>Conduct professional development for teachers and monthly in service and ongoing coaching for teachers surrounding curricular implementation and other strategies to identify and minimize adverse effects of health barriers to learning (HBL’s) on students.</p>	<p>Students grades PK-5</p>	<p>September-June</p>	<p>Teachers, Parent Coordinator Children’s Health Fund, School Nurse</p>

<p>Establish a school health council to support the HRL initiative.</p> <p>Implement ongoing communication and hold monthly events with parents to increase their awareness about HBL's and to improve their ability to identify, prevent or address HBLs and to improve their ability to identify, prevent or address HBL's.</p> <p>Implement the KINvolved communication system designed to reduce absenteeism and lateness by facilitating two-way communication between teachers and parents.</p> <p>Establish partnerships with and engage community organizations to contribute to the HRL Mission.</p>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Hardware(ipads, laptops), software (Kininvolved), and supplies.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
By February 2015, P.S. 140 school-wide attendance will increase by 2% from 89% in 2014 to 91% by February 2015, using monthly attendance reports, monthly classroom newsletters to highlight classroom achievements and important dates.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	P
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	P
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

\*Regular collaborative planning

\*Resources available

\*Teachers create a safe and caring learning environment and culture.

\*A variety of professional development for teachers learning to move all students to the next level utilizing tiered activities, differentiated literacy centers, Tune into Reading, Fletcher's Place, Flocabulary, and Brain Pop.

\*Children's Health Fund Resources used to benefit the community as a whole ( KINVOLVED, \*mental health services for both students and families, provide students with everyday necessities \*in order to meet learning and physical needs i.e. backpacks, clothing, hats, scarves, gloves, \*parent support.

### Part 2 – Annual Goal

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

By June 2015 90% of teachers will use a variety of data sources( Rally, Running Records, Go Math and Ready Gen assessment, and Tune into Reading monthly progress reports), to inform instructional practices and comprehensive plans to meet the needs of all students.

### Part 3 – Action Plan

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

1. Research-based instructional programs, professional

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the*

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
RALLY: Computerized ELA assessment that focuses on different reading skills which offers quick feedback for teachers so that they are able to implement needed strategies into their instruction and individualized student plans.	Grades 3-5	September-June	Classroom teachers, and Technology teacher
Tune into Reading A computerized ELA program which assesses and increases student knowledge of vocabulary word through repetition and the enjoyment of singing songs. It focuses on different reading skills which offer quick feedback for teachers so that they are able to implement needed strategies into their instruction and individualized student plans.	Grades 2-5	September-June	Classroom teachers, and technology teacher
Fletcher's Place An ELA early childhood that focuses on different reading skills which offers quick feedback for teachers so that they are able to implement needed strategies into their instruction and individualized student plans	Grades K-2	September-June	Classroom teachers, and ESL provider
Through the use of Children's Health Fund resources, the school will address various Health Barriers of learning for all students in order to increase student learning.	K-5	September-June	All Staff, CHF

**Part 4 – Resources Needed**

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

Materials/Supplies like Fletcher's Place program, hardware (ipads/laptops), and software like Tune into Reading.

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

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

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

By February 2015 80% teachers will have used Tune into Reading ongoing assessment, and RALLY quarterly assessments, to inform instructional practices and comprehensive plans to meet the needs of all students.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	P
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

P.S. 140 continues to strive for progress on the consortium of technology in the classrooms by bringing Smart Boards to the kindergarten classes and interactive white boards to our Pre-k population by completing technology in all classrooms PK – 5.

### Part 2 – Annual Goal

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

By June 2015, P.S. 140 the percentage of level 3 & 4’s in ELA and Math will increase by 5%, according to data and classroom observations, through the use of state of the art technology (i.e. Smart Boards & interactive white boards), and will incorporate various forms of data and professional development sessions utilizing newly purchased assessment programs like Rally, Tune into Reading and Fletcher’s Place in order to increase the quantity of success in the classroom.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Evidence based school wide assessment systems (Rally, Tune into Reading, Teacher's College Running Records, and COR advantage)	Grades pre-k- 5	September-June	Classroom teachers, clusters, administration.
Advance	All teachers	September-June	Administration
Children's Health Fund: Through the use of Children's Health Fund resources, the school will address various Health Barriers of learning for all students in order to increase student learning	All students	September-June	CHF, All teachers, and administration
Teacher Intervention Plan: teachers rated Developing or Ineffective are entitled to a Teacher Improvement Plan (TIP) designed to pinpoint weaknesses and support the teacher in addressing them, and will genuinely support their professional growth.	Teachers in need of additional support	September-June	Administration

**Part 4 – Resources Needed**

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

Materials/Supplies like Fletcher's Place program, hardware (ipads/laptops), and software like Tune into Reading.

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

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

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

By February 2015 teachers will measure student growth in ELA and Math scores through the use of Teacher conferences based on informal and formal observations, CHF monthly attendance reports, doctor reports based on hearing and vision screening, student assessment results, and teacher intervention plan conferences, through the use of Rally Ready Gen assessments and teachers college running records

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

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



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Major Recommendation for P.S. 140 Family and Community Engagement is to maintain a culture of mutual trust and positive attitudes between staff and families.

### Part 2 – Annual Goal

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

By June 2015 parental participation will be increased by 10-% as evidenced by attendance at parent teacher conferences, open parent afternoons (every Tuesday), parent workshops, family game night, movie nights, Girl Scouts, interaction between Children’s Health Fund employees and parents and Ready to Learn Initiative. P.S. 140 will employ strategic initiatives to continue the progress of parental involvement in healthier lifestyles through a variety of workshops provided by Children’s Health Fund and other organizations.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
5. Strategies to increase parent involvement and engagement			
6. Activities that address the Capacity Framework element of Trust			
Daily familial and student support provided by Children’s Health Fund	Pre-K-5, and parents	September-June	CFN, administration, PA, and select personnel,
Monthly NY Airways doctor visits provided in-house	Pre-k-5 asthmatics	September-June	Children’s Health Fund, school nurse
Parent Workshops (Parent technology workshops, Food and Nutrition workshops, CCLS ELA/Math Parent workshops, Learning Leaders Initiative, Cultural Cuisine Workshops, Home/School support workshops	Parents	September-June	Children’s Health Fund, PA
Helping non-English speaking parents workshop	Parents	September-June	PA, support from ESL provider

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Supplies, absence coverage, and software.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015 parental participation will be increased by 5% as evidenced by attendance at parent teacher conferences, open parent afternoons (every Tuesday), parent workshops, family game night, movie nights, Girl Scouts, interaction between Children’s Health Fund employees and parents and Ready to Learn Initiative. P.S. 140 will employ strategic initiatives to continue the progress of parental involvement in healthier lifestyles through a variety of workshops provided by Children’s Health Fund and other organizations. Such as Monthly doctor reports, The Eagle Weekly, ELL newsletter				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	3-5 holdovers tier 3 students identified by SIT team in collaboration with classroom teachers.	Interactive, repeated readings/Writings I-Ready, Buckle Down, RALLY, Great Leaps	Small groups	Before School, After School, During School day, and Saturday's
<b>Mathematics</b>	3-5 holdovers tier 3 students identified by SIT team in collaboration with classroom teachers.	Interactive, repeated readings/Writings I-Ready, Buckle Down, RALLY	Small groups	Before School, After School, During School day, and Saturday's
<b>Science</b>	3-5 holdovers tier 3 students identified by SIT team in collaboration with classroom teachers.	Interactive repeated readings/Writings	Small groups	Before School, After School, During School day, and Saturday's
<b>Social Studies</b>	3-5 holdovers tier 3 students identified by SIT team in collaboration with classroom teachers.	Interactive repeated readings/Writings	Small groups	Before School, After School, During School day, and Saturday's
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student IEP and teacher recommendations.	Interactive play therapy includes drawing, games, handouts, role play etc.	Small groups, 1:1	During School day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
----------	---------------------------------	--	---	--	--------------------

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

PS 140 has created a hiring committee of 10 highly qualified teachers representing Early Childhood, Upper Grades and the Special Needs population. The committee employs several strategies used for recruitment and retention of highly qualified personnel, that include some of the following strategies: posting on the DOE open market system, network principal recommendations, in house teacher intern programs and assignments which are based on expertise, licensing, and yearly preference sheets.

To ensure that the staff is highly qualified the Professional Development Action Plan address the following pedagogical needs: training in the following areas: smart board, thinking maps, conferencing, portfolio, UDL, Ready Gen and Go Math, Advance ( Teacher Evaluation) ESL/Classroom Teacher support and conferencing, Charlotte Danielson Framework, and Portfolio Assessment.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our Professional Development action plan includes Lunch and Learns, Summer Institute Academy, weekly PD sessions, collaborative grade activities, designed to meet the expressed needs of the teachers with close analysis of student data (unit assessments, NYC and NYS assessment results and across grade core needs), so that administrators and coaches and teachers are providing targeted support in the areas of pedagogical needs and concerns. Additionally, this information will be used to accurately redirect resources to better enhance student learning.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children(Elementary Schools Only)**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**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 codes<sup>1</sup>.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 consolidated<sup>2</sup>. **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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$132,280	X	Page 8,9,12,13,18
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	Page 8,9,12,13,18
Tax Levy (FSF)	Local		X	

<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of **PS 140's** policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 140's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 (SPC) Template

**P.S. 140**, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

**Part I: School ELL Profile**

**A. School Information [i](#)**

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>140</b>
School Name <b>The Eagle School</b>		

**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 <b>Mr. Cannon</b>	Assistant Principal <b>Mr. Green</b>
Coach <b>Mrs. Castelli, AIS</b>	Coach <b>Ms. Benjamin, Math</b>
ESL Teacher <b>Ms. Gallardo</b>	Guidance Counselor <b>Ms. Rey</b>
Teacher/Subject Area <b>Mr. Williams/Data Specialist</b>	Parent <b>Mr. Harrell, PA President</b>
Teacher/Subject Area <b>Mr. Santana/Technology</b>	Parent Coordinator <b>Ms. Lopez</b>
Related Service Provider <b>Mrs. Staff/Speech</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>William Manekas</b>	Other <b>type here</b>

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

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	<b>647</b>	Total number of ELLs	<b>55</b>	ELLs as share of total student population (%)	<b>8.50%</b>
--	------------	----------------------	-----------	---	--------------

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Pull-out	1	1	2	2	2	2								10
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>10</b>						

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0

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	
ESL	48	7	11	7	0	2	0	0	1	55
<b>Total</b>	<b>48</b>	<b>7</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>55</b>

Number of ELLs who have an alternate placement paraprofessional: 0

**C. Home Language Breakdown and ELL Programs**

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

\*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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	10	8	14	7								50
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	1	1									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1								2
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>11</b>	<b>9</b>	<b>15</b>	<b>8</b>	<b>0</b>	<b>55</b>						

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

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	5		1					10
4	3	3		1					7
5	6	0	5	3	0	0	0	0	14
6									0
7									0
8									0
NYSAA Bilingual (SWD)	4								4

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	3	1	1	1			9
8									0

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

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

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

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

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

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

if necessary for additional support referrals.

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

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

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

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

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

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

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

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

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

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

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

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

The patterns across NYSESLAT modalities - reading/writing and listening/speaking will be used to differentiate our extended day (37.5 minutes on Monday, Tuesday and Wednesday) with enrichment and supportive instructions. Students will be placed according to

their language, literacy and academic skills needs area. Third, fourth and fifth graders ELL students will receive technology, writing, math and reading strategies in small group instruction. The groups are led by our ESL teacher, Technology teacher and Literacy Coach. Our ELL SWD students also attend and participate in the interactive activities that are geared to promote and support academic/literacy growth in L2 with L1 support.

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

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

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

The ELL patterns across proficiency and grades are as follow:

- Our newly arrived kindergarten group is 100% beginners (LAB-R language level).
- Our first grade ELLs are in their 0-3 year of service. They are making strides in L2 Listening/Speaking NYSESLAT modality. This grade has experienced the most transferred students. Sixty six percent (66%) are new to P.S. 140.
- Sixty four percent (64%) of our ELL second grade group are at an Intermediate level (Sp13 NYSESLAT English total, eighteen percent (18%) at beginner and eighteen percent (18%) are at an advance level (both students progressed from beginner to advance in one year).
- More than half of our third grade ELLs is at an Advance level, fifty six percent (56%).
- Many of our fourth grade ELLs were last year LEP and they account for 54% of this grade group. Forty six percent (46%) of the group increased one language level from Sp 12 to Sp 13 NYSESLAT English totals.
- Sixty three percent (63%) of our ELL fifth graders are SIFE. High areas of needs are reading/writing modalities (compared to Sp12/Sp13 NYSESLAT School Exam History Report).

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

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

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

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

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

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

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

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

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

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

NOT APPLICABLE

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

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

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

Primary results from NYSESLAT 2013 showed:

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

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

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

In the previous year our ELLs scored 38.9% compared to 60% for the current year , in ELA which shows an increase of 21.1 % based

on our 2012-2013 Progress Report. In math, we had 27.3% compared to 33.3% in the current year which shows a 6% increase over the previous year based on the 2012-2013 Progress Report.

## Part IV: ELL Identification Process

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

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

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

with ELL families are maintained in ESL Classroom ELL Binder.

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

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

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

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

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

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

At P.S. 140, explicit ESL instructional minutes are delivered to all ELLs as CR Part 154. Students are initially placed by their 2012-2013 NYSESLAT English total levels (beginner, intermediate and advance) in groups serviced by grades (k/2, 3/5). The current groups are: k/2 Beginners/Intermediate, k/2 Advance, 3/5 Beginners/Intermediate, and 3/5 Advance. The beginners/intermediate groups receive 360 hours of ESL and advanced groups receive 180 hours of ESL.

The ESL Coordinator along with Assistant Principal meets to ensure that the mandated numbers of instructional minutes are provided according to proficiency levels. All student programs and ESL programs are evaluated by Administration for compliance. In order to ensure that students receive mandated minutes of instruction, ESL teacher maintains records of her schedule and the students that she serviced and submits it weekly to administrator. SWD's attendance is reported on SESIS by ESL teacher.

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

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

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

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

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

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

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

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

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

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

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

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

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

Our newcomers (students in the program for less than three years) and those who are identified as having special needs, continue to receive support services. Our classroom teachers and ESL teacher use Thinking Maps in order to facilitate the transfer and use of their academic knowledge in L1. Our ESL and classroom teachers provide our SIFE students with literacy activities that are meaningful, interactive and interesting allowing the student to stay motivated. Literacy activities build and expand on SIFEs oral language and connect to their background knowledge. Reading and writing skills are taught directly and modeled for students. In the classroom, SIFEs are given the opportunity for extended practice to ensure that they integrate the material with their prior knowledge. These learning and intervention opportunities will assist in the scaffolding and transferring of content material. SIFE students are provided with the component skills of literacy during ESL time, extended school time (37.5 minutes three times a week), EMS (Early Morning Program) and Saturday academy. ESL teacher has found that the use Fletcher's Place, which provides kinetic phonemic clues, is a great resource to use for phonemic and fluency acquisition. Sound symbol correspondence, letter recognition and formation and decoding strategies are taught systematically but in an integrated fashion. Students are facilitated with interesting reading materials at different reading levels. Another major instructional focus for our SIFE population is vocabulary building. Students are provided multiple opportunities to hear, say, read and write the words in meaningful activities. Explicit vocabulary instruction is used consistently and systematically. Thematic unit are used to facilitate students' use of prior knowledge providing repetition of vocabulary in many content areas.

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

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

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

provides classroom teachers with ELL appropriate activities that support language development at different academic levels.

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

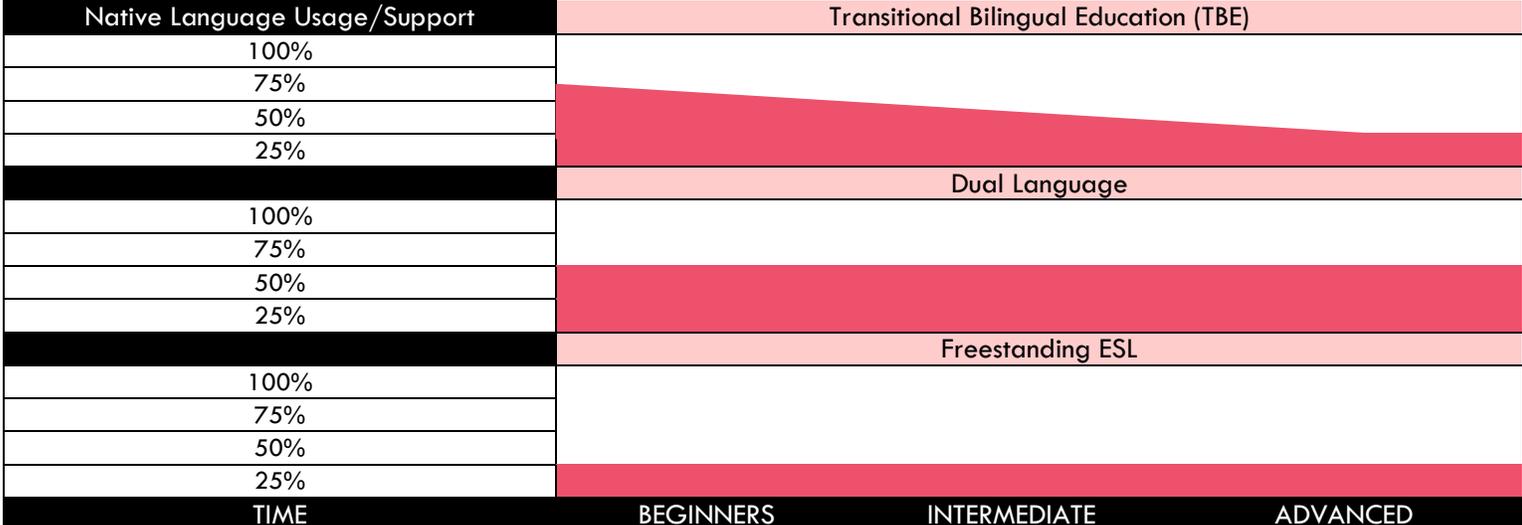
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

NOT APPLICABLE

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NOT APPLICABLE.

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

## **E. Additional Information**

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

## Part VI: LAP Assurances

**School Name:**

**The Eagle School P.S. 140**

**School DBN: 08X140**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Cannon	Principal		10/18/13
Kevin Green	Assistant Principal		10/18/13
Nicole Lopez	Parent Coordinator		10/18/13
Evelyn Gallardo	ESL Teacher		10/18/13
Timothy Harrell	Parent		10/18/13
	Teacher/Subject Area		10/18/13
	Teacher/Subject Area		10/18/13
Ms. Benjamin	Coach		10/18/13
Mrs. Castelli	Coach		10/18/13
Ms. Rey	Guidance Counselor		10/18/13
	Network Leader		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 08x140 School Name: The Eagle School

Cluster: 1 Network: CFN108

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

### **Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 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 October 31, 2014.

Part A: School Information	
Name of School: P.S. 140	DBN: 08x140
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 3
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Early Morning Start (EMS) program will focus on building literacy skills in L1 and L2 with high interest nonfiction text. Our EMS program will target 6-10 ELL students in each NYSESLAT Language level. The EMS program will run three days a week (Tuesday, Wednesday and Friday) for two, six week sessions and one four week session. Students will meet for forty five minutes three times per week beginning at 7:30 a.m. ending at 8:15 a.m. In between the sessions, teachers will have an opportunity to adjust those groups to meet the needs of the students in their group.

The total number to benefit from this program will be between fifteen to twenty students. Classroom teachers along with respective ESL co-teacher will use data acquired from NYSELAT / NYSITELL scores, ELA exams, ELL Interim Assessments, class assessments, classroom teachers' observations, and conferencing notes to form the basis for these groups and regrouping. In addition close attention will be given to years of Bilingual services. Grouping will be flexible in order to meet student's specific strengths and academic needs of this sub-group.

As much as possible, students will be paired with teachers they work with on daily basis. Mr. C (fifth grade bilingual math teacher) will work with the fifth grade ELLs in reinforcing skills, strategies and vocabulary enrichment in the mathematics area providing additional support in L1 to maximize content progress.

Our ESL/Bilingual State Certified teacher and one State Certified Common Branch teacher will work on literacy and language development during our EMS sessions. Two teachers will work with beginners, intermediate, and advance leveled groups. All lessons will be differentiated to ensure that student's individual needs are met. Teachers will use technology (computer lab), Fletcher's ELL Software Program (3) IPADS for our less than one year newly arrived students' use for phonemic development and language acquisition), Study Island to increase reading fluency and vocabulary enrichment and other reading enrichment programs (Read-Work and Smart Board games). Our newly arrived group will meet during our Saturday Academy and will use the BamBoomerang.org program facilitated by our ESL teacher.

All teachers will meet for 15 minutes each week of the program to plan together. ESL teacher will work with the Common Branch and Bilingual teacher in creating language goals. In order to meet the academic needs and maximize language acquisition and content skills development cooperative groups will be used in the ESL and math groups.

Our Saturday Program will run a total of ten Saturday mornings to begin in January 2015. Classes will

## Part B: Direct Instruction Supplemental Program Information

run from 8:30 a.m. - 12:30 p.m. We will hold six sessions of the Saturday Program in preparation of the ELA/Math State Test and the remaining sessions will be held prior to the NYSESLAT. The third through fifth grader students will be invited to attend both sessions. This will enable students to maximize their potential in reading, listening, writing and speaking in L2. The instructional skills building components will include English vocabulary for all content areas, reading decoding skills, writing skills and conversational skills building exercises. The instructor will use the Quality Teaching for English Language Learners (QTELL) approach. Students will be assigned to differentiated groups according to their needs. ELL students will be facilitated by our ESL teacher. Focus will be to develop their literacy and language skills. Scaffolding of daily literacy skills will also be used to support literacy and math concepts and classroom work.

Our after school program will meet for a total of ten sessions and will also begin in January 2015. These sessions will be held on Wednesday and Thursday from 2:50 p.m. - 4:50 p.m. These sessions will also be held prior to ELA/Math State Test. Reinforcement of math strategies and critical thinking skills will be our focus. Our goal will be to enhance language development and content area thinking processes to 50% (35 students) of our ELL population. Literacy and math supplemental workbooks, math manipulatives, and other classroom materials will be used to enrich our students learning experience. Our ELL students will use the computer lab on Thursday where they will use learning web sites that enhance and support students' individual language acquisition needs. ESL teacher will work with Long-Term ELLs using direct instruction that will focus on strengthening and reinforcing literacy skills, reading comprehension, increasing fluency, and vocabulary building. Differentiation will be determined with data acquired on individual modality needs as per 2013-2014 NYSESLAT results, ELL Interim Assessments and ARIS.

Literacy and math workbooks to be used will be of high interest/medium levelled English as per our ESL/English Language Arts Standards. Spanish math books and other reference materials will be used to create hands-on-activities that encourage Project Base Learning. These inquiry base projects are used to recruit students' individual learning styles and assess their individual learning needs. ESL teacher will meet with classroom teachers during grade meetings on a monthly basis to review classroom teachers' observations, questions and academic concerns. These will be used to discuss, plan and develop students' learning goals.

All our second through fifth grade ELLs are invited to partake in the supplemental and enrichment programs offered at P.S. 140. Parents receive phone calls and informational flyers are sent home in their preferred language. Parent Coordinator and ESL teacher assist parents with translation services during this application process.

All our supplemental programs direct instruction will be provided by our Bilingual/TESOL State certified ESL teacher. Our ESL teacher will meet with our Early Morning Start Bilingual teacher for co-planning. They will scaffold and reinforce content and vocabulary in order to maximize content and language development. Our ESL teacher will provide direct instruction in our after school program and Saturday academy and available during our EMS sessions and if necessary rotating groups.

We are currently initiating use of I-Pads for small group phonemic instruction with BamBoomerang.org. Initial targets are newly arrived third/fourth/fifth grade students. Our focus will be to develop all

## Part B: Direct Instruction Supplemental Program Information

modalities in their language acquisition.

## 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:

Our teachers are familiarized with the latest ESL methodologies to improve both English acquisition and content area knowledge in both L1 and L2. To ensure that the professional development sessions meet the needs of the teachers, the ESL/Bilingual teacher is available to all teachers and is in constant contact through common grade meetings. During our Monday 70 minutes Professional Development sessions, Common Core Learning Standards (CCLS), Special Education (SEIS - acquiring IEPs) among many other topics that will be covered in order to enhance integration of ELL Instructional concepts and methodologies in all subject areas. On August 29 and September 3, our teachers received extensive Professional Development on the Principles of UDL and the use of Thinking Maps in order to assist with critical thinking. During the month of October our Professional Learning Team began a series of workshops in order to establish structured and organized literacy stations appropriate for each grade level and supportive to our ELL population. Topics included, identifying types of stations, planning and aligning literacy station for each unit of study, preparing and implementing activities for our literacy stations, utilizing management techniques that enhance learning outcomes and identification of structure for the readers workshops. These will provide an organizational system for our guided reading groups. For the month of November our Assistant Principals as well as other staff (turnkeying) will continue our Balanced Literacy Center workshops and we will also facilitate workshops on "Creating Measureable Outcomes". These workshops will be held during Professional Development Mondays each week for 60 minutes duration. These will assist teachers in creating measurable and usable assessments that facilitate teacher's knowledge on their students' learning and needs. Our goal is to better service our ELL population aiming to reach our AMAO 1 and 2 district goals.

A study group will be lead by ESL Teacher and will meet monthly during our Professional Development sessions. We will use "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons Foreword by Jim Cummins (2005). Participants will be the grade leaders and they will turn key strategies and ideas compiled by this study group. Our classroom teachers will also engage in school wide and network wide inter-visitations in an effort to absorb and replicate the best practices that support ELLs. Our ESL teacher attends monthly ELL Liaison workshops offered by Network ELL Contact Person.

Our ESL teacher as well as our classroom teachers continue receiving support and guidance in our Phonemic Awareness with kinetics supportive program, Fletcher. This year our ELLs will spearhead with

### Part C: Professional Development

BamBoomerang to scaffold with lower grades k-2 Fletcher program.

Other forms of support may include short dialogues on ESL teaching strategies, possible grouping or NYSESLAT/NYSITELL/School Assessments (data discussions) with classroom teachers. Teachers are also provided with information regarding professional development workshops offered from outside sources such as Bronx BETAC at Fordham University and New York City Office of ELLs (OELL) and other literacy development workshops via e-mail and flyers.

### 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 P.S 140 we encourage as much parent involvement as possible, especially with high-risk groups. We recognize the importance of the home school connection in aiding students' language acquisition and learning experience. Parents are an integral component of the ELL program.

All parents at our school are informed and involved with our Parent Coordinators. Parents are provided with a monthly school calendar and these are made available at the school's sign in station and in the main office. Parents are provided translation services as necessary by Parent Coordinator, ESL Teacher and other bilingual school staff. These calendars provide information on school wide events, holidays and workshops offered. Bilingual flyers are used to remind parents of all upcoming events. At P.S. 140, Administration and staff maintain an open door policy and are in constant contact with parents to ensure that the parents' needs are met. On October 21, 2014, parents attended an informational meeting on the Gifted and Talented testing process.

All parents are welcomed to attend our Asian Cuisine classes held on Tuesday from 3:00 p.m. - 5:00 p.m. Parent Coordinator provides translation in Spanish.

Parents of ELLs are provided with the opportunity to learn about the ELA, Mathematics and NYSESLAT data analysis among many other topics (ARIS, supports available in the community and homework help). During Parent Teacher Night (November 13, 2014) our first workshop was held with our ESL teacher. Topic of this workshop was "How to better understand the Progress Reports and Report Cards." Parents were surveyed on their interest for future workshops and areas of concerns. Parents inquired on the "new Math". This workshop will be offered in December 15, 2014. On November 18, 2014, we held our second Monday workshop (30 minutes) with focus on Adult ESL Classes available throughout the community.

Our Monday Parent workshops will include topics to increase parents' understanding in the importance

**Part D: Parental Engagement Activities**

of assisting their children with their academic work, to better parents' understanding of what their children do and learn in school, what assessments their children have to take and how they can support them at home in their learning and development of "Good Study Habits". ESL teacher will also meet individually with parents of ELL students in order to provide individual support and guidance. Other topics for our Monday monthly workshops will include: how to access SETSS services, strategies to improve reading, what is guided reading, journaling - finding our writing voice, academic games that help increase vocabulary and reading skills, Common Core - How does it impact our ELL population?, Homework help and other related topics. Our ESL teacher and Parent Coordinator will also offer workshops on the tools and information parents may deem necessary in order to maximize their involvements in their children's academic success (ENGAGE). ESL teacher and classroom teachers will also meet with families individually to discuss concerns, achievements, and future academic goals.

In addition to these themes, parents will also receive workshops in Native language arts literacy skills development and how they can enhance the students reading comprehensio using cognates and a 30 minute daily at home reading program in L1 and L2. These parent workshops will be offered by Bilingual Parent Coordinator and ESL teacher. Workshops will focus on building literacy skills in L1 and L2 and enrichment of computer skills. Parent Coordinator and ESL teacher will continue to survey parents for topics on future workshops.

How will parents be notified of these activities: parents will be called by native language speaking paras and teachers and bilingual flyers will be sent home with students. These dates will also be posted throughout the school building.

Parents are also invited to participate in and/or attend any school event and/or Parent workshop offered by the Parents Association. Events for this year include "Hispanic Heritage Parade", "Black History Performance" and other project base learning and showcase.

As a culminating activity for our supplemental programs, parents will be invited to attend our last day learning lunch session. Parents will receive Information on students' academic progress and guidance on community services (Library, Health Services and available Adult ESL classes in the community).

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	_____	_____

**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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____ )
<b>TOTAL</b>	_____	_____