



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	01M140
School Name:	P.S. 140 NATHAN STRAUS
Principal:	MELISSA RODRIGUEZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Nathan Straus Preparatory School School Number (DBN): 01M140
Pre-Kindergarten to Grade 8
Grades Served: _____
School Address: 123 Ridge Street, New York, NY 10002
Phone Number: 212) 677-4680 Fax: 212) 677-3907
School Contact Person: Melissa Rodriguez Email Address: Mrodrig19@schools.nyc.gov
Principal: Melissa Rodriguez
Christina Luzzi
UFT Chapter Leader: Christina Luzzi
Parents' Association President: Cynthia Cartagena
SLT Chairperson: Christina Luzzi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Desiree Jones-Owens
N/A
Student Representative(s): _____

District Information

District: 1 Superintendent: Daniella Phillips
60 Essex Street, New York, NY 10002
Superintendent's Office Address: _____
Superintendent's Email Address: DPhillips@schools.nyc.gov
Phone Number: 212) 353-2948 Fax: 212) 353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 Seventh Avenue, 8th Floor, New York, NY 10001
Director's Office Address: _____
Director's Email Address: YChu@schools.nyc.gov

Phone Number: 545 - 470 - 0721 _____

Fax: 917 - 339 - 1765 _____

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melissa Rodriguez	*Principal or Designee	
Christina Luzzi	*UFT Chapter Leader or Designee	
Cynthia Cartagena	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Desiree Jones-Owens	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ Assistant Principal	
Stacy Bancone	Member/ ELA Teacher	
Rosalba Aquino	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Luz Aviles	Member/ Parent	
Carol Goldberg	Member/ Special Education Teacher	
Amanda Bowman	Member/ Middle School Teacher	
Betzaida Santiago	Member/ Parent	
Tania Martinez	Member/ Parent	
Michel Laguer	Member/ Parent	
Stefi Preiss	Member/ Cluster Teacher	
Laura Wollos	Member/ Sp. Ed. Teacher	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

MISSION STATEMENT OF PS 140 MANHATTAN – THE NATHAN STRAUS PREPARATORY SCHOOL OF HUMANITIES

The Nathan Straus Preparatory School of Humanities will provide all students with opportunities to explore learning through in-depth units of study across content areas to enable them to think critically, engage with peers, and develop social and emotional growth to support life-long learning. “ PS 140 is a community of learners focused on Success”

PS 140 Manhattan is a pre-kindergarten grade 8 community-based organization located in Lower East Side servicing approximately 361 students. The student demographics are as follows: Hispanic – 80%, African American 14%, Asian 2%, and Others 4%. The school consists of general education, special education and English as Second Language (ELL) students. The latest data indicates the following pertaining to student cohort groups: Special Education – 32%, ELL – 12%, and General Education – 56%. The school provides Special Education services in self-contained, Special Education Teacher Support Services (SETSS) and Integrated Co- Teaching (ICT), ELL and General Education classes. The middle school program which houses students in grades 6 to 8 is departmentalized and follows a middle school program track.

Over the years PS 140 Manhattan has established collaborations with community-based and citywide partnerships with Educational Alliance, Morgan Stanley, New York Cares and 21 Century Alliance. The programs bring much needed resources to the school by providing after school and school based services and funding. The school also has partnerships with artists' in residence programs: Artists Space and Smart Works. These programs augment the importance of the arts in the school curriculum and the expansion of our students' appreciation of the arts in their daily lives. In September 2015, another arts initiative (Arts Matter Program) focused on art and theater will be introduced and programmed for middle school students. After school programs designed to address the academic needs of students on all grade levels are offered as part of the school's commitment to improve academic success. The school also offers after school sports programs that stress the importance of physical fitness on all grade levels.

All classrooms have SMART Boards, computer pods and a plethora of classroom library materials. The school houses a technology laboratory for use during the school day and a middle school science laboratory that provides service to students in grades 6 through 8. Students in grades kindergarten through grade 5 are provided with science instruction in the school's science cluster program. All students are programmed to the school library a minimum of one to two periods per week for literacy enrichment and research activities. The students are also provided with access to myON Reader, a 5,000 Lexile leveled book web-based library that can be utilized in school and home.

Daily small group instruction, one-to-one conferences and center work provide students with a variety of opportunities to work collaboratively and independently. This enables teachers to differentiate instruction during the school day. The tone of the school building is reflective of the students' interest in learning; as well as the entire school community's commitment to provide a safe and educationally focused environment. Teachers have high expectations and students are engaged in the learning process.

Parent workshops are provided by the Parent Coordinator, Parent Teacher Association (PTA) and teaching staff. The workshops are aligned to parental need and interest and are well attended. The school has also experienced an interest by parents to become more involved in the education of their children. Monthly School Leadership Team and

Coffee with the Principal meetings afford parents the opportunity to share and contribute to the overall educational process taking place in the school.

A Quality Review (QR) conducted in the 2013/2014 school year indicated a need to improve consistency of instruction school-wide. Therefore, a focus in aligning instructional practice to the Danielson Framework and Common Core Learning Standards (CCLS) was made a priority in the 2014/2015 school year. The intent was to fine-tune instructional practice to augment student achievement in all cohort student groups. The staff participated in professional training and staff development after school hours. Teachers met in small curriculum leveled groups to review instructional practices, e.g. literacy, mathematics, science and social studies. Teachers in pre-kindergarten through grade 5 also participated in a literacy-based literacy staff development training program, LitLife. The program based its training on the Teacher's College (Columbia University) whole language approach in reading and writing. Feedback from staff indicated that the staff development and training provided assisted them in identifying and providing instruction that met student academic needs. We have worked diligently to create instructional continuity and expectations across all grade levels and have made positive inroads through collaborative planning, supervision and targeted professional development. As you tour the school building and visit classrooms you can witness the progress being made in establishing continuity and clear expectations for our students.

A concerted effort was made to conduct Measure of Student Learning (MOSL) assessments in a timely manner in the 2014/2015 school year to determine base-line knowledge of students in the school organization. Additional assessments were also conducted during the school year to monitor student progress in literacy, mathematics, social studies and science. The data obtained from the assessments provided teachers needed information for planning and providing differentiation of instructional practice.

Although P.S. 140 Manhattan received a Proficient rating on the New York City Department of Education (NYCDOE) QR and Good in the NYCDOE Snapshot in the following areas: Student Progress, Student Achievement and School Environment, it received Approaching Target in Closing the Achievement Gap on the Quality Guide and Snapshot in how well the school is serving ELL, students with special needs, and children with low past performance. This was based on progress on the state test: comparing the 2014 test scores for each student to other students with the same test score in 2013 to see how much each student had grown academically. ELL and the lowest performing students showed improvement by student group on the State English test to other students who scored at the same level last year. However, students with special needs did not achieve the same level as students in the former cohort groups. There was also less movement of students with special needs to less restrictive environments. In spring 2014, the school had approximately 69% of students who scored Level 2 on the New York State Reading Assessment. Therefore, it was imperative that in the 2014/2015 school year a concerted effort be made to provide well-developed instructional practice in literacy across all grade levels. Teachers identified at-risk subgroups, i.e. special needs and ELL students, and provided additional support, which included mainstreaming, pull-out/push-in support, using technology and implementing research program (Lit Life) to support learning.

01M140 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	379	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	24	# SETSS	N/A	# Integrated Collaborative Teaching
				25
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	6	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	82.2%	% Attendance Rate		92.2%
% Free Lunch	78.9%	% Reduced Lunch		1.0%
% Limited English Proficient	14.0%	% Students with Disabilities		35.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.7%
% Hispanic or Latino	78.9%	% Asian or Native Hawaiian/Pacific Islander		5.6%
% White	2.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	30.52	# of Assistant Principals (2014-15)		1
# 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)		16.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.9%	Average Teacher Absences (2013-14)		7.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4		14.7%
Science Performance at levels 3 & 4 (4th Grade)	76.5%	Science Performance at levels 3 & 4 (8th Grade)		36.8%
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		X
Focus District	X	Focus School Identified by a Focus District		
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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		N/A
Hispanic or Latino	NO	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	NO			
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			

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>A comprehensive assessment of our academic program was completed using the School Snapshot Report, QR, MOTP and MOSL data. Our School Snapshot indicated that we have proficient areas of development, but need to focus on special needs students’ literacy growth school-wide. Although students have made progress in literacy and mathematics, the same youngsters who have demonstrated difficulty in acquiring the skills to improve continue to demonstrate slower progress than other cohort groups. An analysis of MOTP data in the 2013/2014 school year revealed there are 6 highly effective teachers and 20 effective teachers. We anticipate that 1 teacher will be rated ineffective in the 2014/2015 school year and will require a Teacher Improvement Plan (TIP) in the fall of 2015.</p> <p>Although we have a dedicated staff willing to commit their energies to improve professionally, we will continue to work on fine-tuning instructional practice to augment student achievement, especially in literacy and mathematics. Our priority is to improve instructional practice school wide.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of teachers will improve their instructional practice as measured by ratings in Domain 3 entered in ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional learning will take place during Monday</p>	<p>Teachers</p>	<p>Sept. to June</p>	<p>Lead Teachers, Administrators, Teacher</p>

PD, focusing on student engagement and instruction aligned to the CCLS. Differentiated professional development workshops will address individual teacher need. We will continue to focus and fine-tune our school wide instruction utilizing teacher observations to assist in augmenting good teacher practice.			Development Coach, and consultants
Targeted professional development that develop strategies to address the needs of students with disabilities, ELL, and other high-need student subgroups.	Teachers	Sept. to June	Lead Teachers, Administrators, Teacher Development Coach and consultants
Engaging families and supporting their understanding of Rigorous instruction and the CCLS in order to support their children at home (Family nights, classroom observations)	Parents	Sept. to June	Parent Coordinator, PTA, teachers, and Administrators.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule - provide teachers time to collaborate and evaluate student work											
Budget - funding to provide teachers with substitute teachers to attend professional development and collaborate with colleagues											
Budget - funding to pay costs of consultants											
Math in the City professional development workshops											
Ramapo professional development workshops											
Monday professional development days											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January, 50% of the teachers will improve their instructional practice as measured by rating in Domain 3.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>A comprehensive review of our school’s Online Occurrence Reporting System (OORS) Incident Level and Infraction Data for suspensions and occurrences are low and continue to decrease. Although suspensions have decreased from 2013/2014 to 2014/2015 by 5%, further analysis revealed that many of the incidents were minor infractions, e.g. pushing/shoving, students making poor choices when interacting with peers, especially in the lower grade levels.</p> <p>Although P.S. 140 Manhattan prides itself in providing a safe, supportive and nurturing environment, as evidenced in our Learning Environment Survey (2013/2014); 98% of parents responded they felt their children were safe at school, we wish to strengthen our support for our upper grade, middle school students, when interacting with their peers.</p> <p>Our priority needs will include the following:</p> <ul style="list-style-type: none"> . Monthly auditorium programs for students focusing on ways to address bullying, disagreements among peers and overall comportment in a school and community setting . Monthly Spirit Day Assemblies and School Activities that engage students in working collaboratively in teams . Peer Mentors (Grades 6 -8) 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 50% reduction of incidents evidenced by qualitative data from OORS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Monthly auditorium programs focusing on ways to address bullying and</p>	<p>Students</p>	<p>Sept. to June</p>	<p>Administrators, Guidance Counselor, Henry Street Settlement Social Workers and Teachers</p>

<p>overall comportment issues.</p> <p>Peer Mediators will meet with students to resolve disagreements and comportment issues (this activity will be coordinated by the school’s guidance counselor).</p> <p>Strategies to address the needs of students with disabilities, ELL and other high-need student cohorts, e.g. overage or Students in Temporary Housing (STH).</p> <p>Middle School students participating in community-based service, e.g. Retirement Home located on Ridge Street, visiting a local Children’s Hospital to read to students confined to a hospital stay and middle schools students assigned to lower grade classes during the school week to participate in the school’s Book Buddies Reading Program.</p>			
<p>These strategies will help build a nurturing, supportive and safe environment for students, including Students with Disabilities, ELL and high need students.</p>	<p>Students</p>	<p>Sept. to June</p>	<p>Administrators, Guidance Counselor, Henry Street Settlement Social Workers and Teachers</p>
<p>Parents will participate in school activities such as monthly Spirit Day activities and community building assemblies.</p>	<p>Parents</p>	<p>Sept. to June</p>	<p>Administrators, Guidance Counselor, Henry Street Social Workers and Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Supplies for Assemblies

Provide Bulk Hours, an additional hour to assigned school aides to assist in morning line-up

Funds used to purchase additional materials focusing on bullying, comporment and good citizenship

Assign IEP coordinator to assist in greeting students and parents in the morning and at dismissal time

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January, there will be a 30% reduction of infractions evidenced by qualitative data from OORS.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>As indicated in the 2013/2014 QR, a key components to keep in focus is the alignment of instructional practice throughout all grade levels and the use of data to drive quality instructional practice. As indicated in our School Snapshot our lowest performing students , ELL and special needs cohorts, made some progress, but not enough to close the achievement gap required to meet the achievement gap goal. In order to meet the goal required to close the achievement gap, additional use of data and team planning are required to meet the needs of the lowest performing students.</p> <p>Although the Learning Environment Survey (LES) indicates that the majority of teachers use data driven instructional practices, they still need to collaborate across the grades to fully analyze student data, look at trends and plan instructional next steps as a school team. Our priorities will include: the creation of data trend sheets for all grades/classes and professional development that addresses protocols for reviewing data to create action plans for next steps in augmenting instructional practice that meets the needs of students and provides a differentiated approach to maximize student learning</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will work in teams to track and monitor student data as evidenced by student achievement in class assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The creation of Trend Tracking Sheets to assess student work and understanding. Professional development will be provided to discern, measure and evaluate student trends.</p>	<p>Teachers</p>	<p>Sept. to June</p>	<p>Teachers, Administrators</p>
<p>Subgroup data will be analyzed to address students' needs and strengths to effectively plan</p>	<p>Teachers</p>	<p>Sept. to June</p>	<p>Teachers, Administrators</p>

next steps, especially with ELL and special need student cohorts			
Parents will have access codes to view their child's progress through an on-platform technology program (Teacher Ease) to share data information with parents.	Parents	Sept. to June	Teachers, Administrators
Common time to review student work and develop targeted next steps.	Teachers	Sept. to June	Teachers, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Schedule - provide teachers time to collaborate and evaluate student work											
Schedule - provide teachers time to create trend tracking sheets											
Budget - funding to provide teachers with substitute teachers to attend professional development and collaborate with colleagues											
Budget - funding to pay costs of consultants											
Monday professional development days											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 80% of teachers will work in teams to track and monitor student data as evidenced by student achievement in class assessment.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>. As indicated in the Learning Environment Survey, 22% of teachers feel their professional development should be more focused and sustained. According to the Chancellor’s Four Pillars, professional development will be a collaborative and integral part of the entire faculty. Teachers will work with consultants and teacher development coach.</p> <p>. Professional development in the school has focused on the Chancellor's Initiatives, Danielson Framework and our Instruction Focus. Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level. In the 2015/2016 school year, we will increase opportunities for teachers to share best practices with each other.</p> <p>. Instructional Focus: Involving teachers' feedback about their practice so that they become more reflective about their instructional choices. Expanding the role of student talk so that students in all classrooms practice higher-order thinking and access CCLS.</p> <p>. According to the Learning Environment Survey, 86% of teachers work together as teams. This is evidenced by the number of teachers who facilitated workshops during the school year. Our goal is to increase the number of teachers</p>		

who will facilitate workshops during weekly professional development. Our priority needs to achieve this goal will include:

- . Development of a Professional Learning Team across all grades in ELA and math
- . To Develop a yearly Professional Development Calendar of workshops and team meetings focused in ELA and math
- . To empower teachers to participate as facilitators in Teacher Talks

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 30% increase in the number of teachers facilitating workshops as evidenced by component 4e in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher surveys will assess teacher interest in professional learning topics and activities; assess their interest in facilitating Teacher Talks for colleagues during the school year. Surveys will be distributed twice a year, September and February.</p> <p>A Professional Development Committee will be established to review the needs of the faculty and assess trends in teacher data and develop professional plans accordingly. All staff will be</p>	<p>Teachers</p>	<p>Sept. to June</p>	<p>Administration, Professional Learning Communities</p>

included in a Teacher Team with a focused goal for the school year.			
Targeted professional learning opportunities will be provided to the staff in all sub-groups: ELL, special needs with disabilities and the lowest third of students scoring below level in literacy and mathematics to address their specific needs.	Teachers of sub-groups	Sept. to June	Administration
Families will participate in meetings with administration and participate in SLT.	Parents	Sept. to June	Administration, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> . All Teachers . Professional Development Calendar . Funds to purchase supplies as needed for workshops . Funds set-aside for teachers to attend workshops and seminars <p>Budget - funding to provide teachers with substitute teachers to attend professional development and collaborate with colleagues</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 20% increase in the number of teachers facilitating workshops as evidenced by component 4e in Advance.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>An analysis of the 2013/2014 Learning Environment Survey revealed that 20% of parents attended 2 -3 events at the school during the school year. Through qualitative data, conversations with parents at PTA meetings and monthly parent meetings, it is apparent parents are interested in attending school events.</p> <p>Although our school calendar of events indicates there are a minimum of 3-4 events monthly (assemblies, classroom celebrations and special projects), which are attended by parents; we need to foster additional opportunities for parents to attend events during the school day or after school. Our priority will be to enlist Community-Based Organizations (CBO), other local agencies and the school’s parent coordinator in stimulating growth in numbers of parent participation in school events.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the school will show a 15% increase in parent attendance and involvement as evidenced by attendance sign in sheets.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent coordinator and school-based outreach, will enlist CBO's to provide workshops, seminars and services to the parents and students in P.S. 140 Manhattan</p>	<p>School Families</p>	<p>Sept. to June</p>	<p>Administration and Parent Coordinator</p>
<p>Workshops targeting the parents of ELL, special needs and students in the lowest third of academic achievement in the school will be made to engender additional participation in</p>	<p>Parents of Students in Sub-Groups</p>	<p>Sept. to June</p>	<p>Administration</p>

the school community by these parents			
To further stress the importance of parental participation in school life, the parent coordinator and teachers will provide additional workshops and teacher/parent talk activities during the school year	Parents	Sept. to June	Administration, Parent Coordinator, Teachers
Attendance to meetings will be monitored.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator with OTPS funds for materials											
Per-session for teachers to facilitate parent meetings											
Supplies / Snacks for Parent Meetings, Workshops and Seminars to promote attendance											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 10% increase in parent attendance and involvement as evidenced by review of attendance sheets.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	To ensure student who need AIS services, we use the “cut-off” scale score for ELA in grades 3-8, as per NYC DOE and NYSED guidelines. In K-2 we use TC assessment tools and student portfolios and teacher feedback	<p>Teachers use of TC units of study in K-5 and Scholastic Code X in grades 6-8. Teachers also utilize Close Reading strategies, annotating the text, and using text-based evidence questioning. Students work in Triads (interactive) looking for text-based evidence related to essential questions designed to promote critical-thinking. In September 2015, myON Reader will also be used to augment comprehension and analytical skills.</p> <p>We have incorporated several Modules from LitLife in grades 3-5 in our curriculum mapping protocol.</p> <p>Teacher explicit modeling in literacy/writing is incorporated daily providing additional support to students in activities that foster independence and differentiation of instructional practice.</p> <p>After school programs are also available for at-risk ELL, special needs and</p>	Small group is provided daily during guided reading lessons in all classes and as needed per lesson through one-to-one if necessary. ICT provide parallel teaching to ensure all students’ needs are met. AIS assistance requires support staff teachers, e.g. SETSS, ELL to push into the classrooms to provide additional literacy support	Service is rendered daily during the school day and after school twice a week

		<p>general education students.</p> <p>Teachers volunteer their preparation and lunch periods to work with students who need additional support in literacy.</p>		
Mathematics	<p>To ensure students who need AIS services receive support, we use the “cut-off” score for Mathematics in grades 3-8, as per the NYC DOE and NYSED guidelines. In grades K-2, we use baseline measures of assessment provide in MoSL and the ENVISION Mathematics Program, student portfolios and teacher feedback.</p>	<p>Full curriculum components of the ENVISION Mathematics Program are being implemented in grades K-5 and Pearson Connected Mathematics Program to provide group and independent instruction and enrichment.</p> <p>Our ICT staff and SETSS staff have been programmed to work in parallel with classroom teachers to support our efforts to provide mathematics enrichment and remediation to students in all grade levels.</p>	<p>The mathematics workshop model is used daily: teacher model, partner-triad work /independent work. Teachers meet with at-risk students in small groups (4-5) and one-to-one when necessary</p>	<p>Service is provided during a designated math block of time, which is a minimum of 80-90 minutes of focused daily mathematics instruction and support. Teachers make use of SMART Boards, computer pods and the technology laboratory to augment mathematics enrichment and remediation.</p>
Science	<p>We have two science cluster teachers who service students in the school, e.g. Cluster 1 – K-5; Cluster 2 - grades 6-8. During the school year both teachers meet to discuss continuity of science instruction school wide and to create tried tasks aligned to the CCLS as a means of maintaining a meaningful and on-target science program for</p>	<p>CCLS aligned science activities and instructional practices, plus additional materials for hands-on activities are used by science teachers during the school year. Teachers incorporate the same Close Reading strategies as classroom teachers. Materials such as: National Geographic, Weekly News, Discovery.com, Learning A-Z and a variety of websites are used as instructional resources. Hands-on activities are an integral component of daily exposure to science.</p>	<p>Science teachers use whole class and small group instruction to ensure students are able to comprehend the scope of science material presented and can analyze and discuss science concepts among their peers.</p>	<p>Service is provided weekly during the school day.</p>

	students in all grade levels.			
Social Studies	Since Social Studies is closely linked to literacy, teachers utilize texts that can be used to determine student comprehension and analysis of text.	The use of a variety of complex non-fiction text, and in-depth units of study encompassing social studies based topics are embedded into curriculum maps. Materials are aligned to the CCLS and Close Reading strategies.	Small group instruction	Service is provided daily during the school day
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Students who are mandated per their IEP receive support services from our service providers. At-risk students are also provided with guidance support, as recommended by teachers, the school administration and parental approval for said support.	<p>We have one full time guidance counselor and a full time ATR school psychologist. Both service providers meet with students during the school year to provide mandated and at-risk service.</p> <p>Both service providers utilize a variety of behavior modification/intervention strategies in their sessions with students. The intent of this service to listen to students, work with them to solve the obstacles that may preclude them from adjusting to school life and ultimately trying to ameliorate the problems they may bring to the counseling sessions.</p> <p>Monthly Town Hall meetings are held in the auditorium with students to discuss bullying, ways to preclude physical altercations and feeling good about oneself as a student in P.S. 140 Manhattan.</p>	Small group, one-to-one and whole group sessions	Service is provided daily during the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>We presently have 95% Highly Qualified personnel. When vacancies occur, administrators attend Hiring Fairs to identify highly qualified teachers to join the school organization.</p> <p>. During the school year, we hire qualified per diem teachers to cover teacher absences and/or long term leaves of absence. Per diem teachers are rated by the school principal and monitored on an on-going basis during the school year. In the 2015-2016 school year, it is expected that one or two per diem teachers will be hired to cover special education programs in the school.</p> <p>. Our continued partnership with HR assists to ensure that teachers who are hired have proper certification.</p> <p>. All newly assigned teachers are provided with a mentor who works closely with the staff member during the school year.</p> <p>. Model lessons and co-teaching by support staff and the school administration provides teachers with timely and targeted support.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>The staff is encouraged to attend professional development training and workshops to augment instructional practice.</p> <p>. Title I funds are set-aside to provide funding for training and professional development attended by the staff.</p> <p>. Weekly professional development is provided in the school (Monday and Tuesday) by lead teachers, Borough Support staff and the school administration.</p> <p>. Teachers are provided with the opportunity to participate in shared leadership roles, e.g. grade leader, facilitators at professional learning sessions and participants in conferences, workshops and seminars to expand their level of pedagogical expertise.</p>

- . Teachers develop short and long term goals aligned to the CCLS and the Danielson Framework.
- . Teachers meet with the school administration to review ADVANCE ratings and methods to improve classroom instruction.
- . On-going planning provides teachers the flexibility to discuss and develop “roadmaps” for effective staff development during the school year

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/information, early intervention services, etc.).

We currently have one pre-kindergarten program with a maximum of 18 students. To ensure continuity from pre-k to kindergarten, the pre-k teacher collaborates with the kindergarten teacher to familiarize themselves with the CCLS Standards for incoming kindergarten students. Professional development is provided by the lead teachers, consultants, and teacher development coach during the school year. Both the pre-k and kindergarten teachers work closely with CBO’s to facilitate the transition of students between grade levels. Families are invited to attend parental orientation sessions to provide edification regarding curriculum, expectations and support structures for families and students. In September, during Back to School Night, parents meet with teachers in pre-k and kindergarten to answer questions and provide additional guidance to parents about our Early Childhood Program.

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.

. All teachers participate in weekly professional development sessions that include time to discuss, plan, reflect and review assessments.

. Measure of Student Learning discussions are on-going during the school year and baseline data is used to drive instructional practice in the school organization.

. Pupil Personnel Team and Response to Intervention meetings provide time for constituents to meet and monitor student progress and to adjust instructional plans as needed.

. Planning sessions with the staff on and across grade levels in June and September and throughout the school year allow for open dialogue and time to review materials by the staff.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	218,685.00	x	Section 4, Section 5A Part 4a
Title I School Improvement 1003(a)	Federal	x	x	x
Title I Priority and Focus School Improvement Funds	Federal	x	x	x
Title II, Part A	Federal	39,594.00	x	Section 5A Part 4a Section 5C Part 4a
Title III, Part A	Federal	11,200.00	x	Section 5A Part 4a
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	2,342,349.00	x	Section 5B Part 4a Section 5D Part 4a

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

PS 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>12</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 140 implemented a Title III Extended Day Enrichment Program for 12 (Grades 1 - 6) ELL students needing further language skills development, academic improvement and social adjustment. The criteria we used to select the 12 ELL students for the Title III program based on the number of years they have been receiving ELL service, their progress and needs. We took a look at their baseline, ELA, Math, and NYSESLAT test results as well as classroom performances when determining their needs for the school year of 2014 – 2015. As for the students who are in grades 1 – 2 who have only taken the NYSESLAT test, we look at their NYSESLAT test results and work progress in their classes, as well as the classroom baseline assessment from September 2014.

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

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

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

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

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

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

The 1st and 2nd grades will be grouped together for math according to their most needed areas as well

Part B: Direct Instruction Supplemental Program Information

as for guided reading. The 3rd, 4th, and 5th graders will be grouped together for math and guided reading. The teacher will also conduct read aloud as a group to practice reasoning and questioning.

Part C: Professional Development

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

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

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

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

 The teachers who will be part of these PD workshops are: Susan McMullen(K-5 Common Branch), Nicola Hannoman(6/7/8-Sp. ED.), and John Vircillo(8-ELA), Kevin Miller(Common Branch), and Stacey Bancone(7-ELA), Kim Apollo(8-math), and Ming Liang (ELL certificated).

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

 Topics:

1. Differentiated multiplication strategies Date: 11/24/14

2. Geometry - Impossible Heights Date:12/15/14

3. Balancing equation (Analyzing the word problem and setting it up) Date:1/12/15

Part D: Parental Engagement Activities

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

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

Begin description here: At the beginning of the school year (SY 2014 - 2015), parental orientation sessions were held in the school's auditorium and PTA room, which focused on explaining the ELL Program at P.S. 140. Parents were also informed about the various ESL, Bilingual and Dual Language Programs in the region. Parents were informed that they had the option of placing their children in other programs, which best served their needs. However, none of the parents who were given options elected to remove their children from the ESL program in PS 140. Parent Orientations sessions were offered in September, October, and will continue throughout the year (November, December 2014 and February, March, and April 2015). In addition to providing parents with program orientation, the sessions also provided insight into the importance of parental involvement in the school, student assessment, and academic achievement of ELL students. Parent workshops will focus on how parents can assist students in attending better language skills at home and in the community through classroom activities which both the parents and students will participate together.

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

Melissa Rodriguez	Principal	<i>M. Rodriguez</i>	10/13/15
N/A	Assistant Principal		
Yolanda Saldana	Parent Coordinator	<i>Yolanda Saldana</i>	10/13/15
Ming Liang	ENL/Bilingual Teacher	<i>Ming Liang</i>	10/13/15
Cynthia Cartagena Cartagena	Parent	<i>Cynthia Cartagena</i>	10/13/15
Amanda Bowman	Teacher/Subject Area	<i>Amanda Bowman</i>	10/13/15
Christina Luzzi	Teacher/Subject Area	<i>Christina Luzzi</i>	10/13/15
	Coach		1/1/01
	Coach		1/1/01
Debra Stern	School Counselor	<i>Debra Stern</i>	10/13/15
Daniella Phillips	Superintendent	<i>D Phillips</i>	1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M140** School Name: **PS 140**
Superintendent: **D. Phillips**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The methodologies used in PS 140 to assess language preferences are oral interview, HLS, data generated from ATS, and data on Emergency Blue Cards. A review of the ethnic data provided by the NYC DOE generated the needed information the written and oral interpretation needs of students and parents in P.S. 140M. An effort has been made to provide translation and interpretation services to parents. Bilingual in-house staff has been assigned to translate letters, notices and programmatic information deemed necessary for parental edification. Bilingual staff also assist in making phone calls to parents based on parental preferences in Spanish, French, Chinese, Bengali, and Arabic.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred language of the school's written and oral interpretation needs indicate that some parents are in need of translation and interpretation services in Chinese, Bengali, Spanish, French, and Arabic. P.S. 140M is able to provide translators in Spanish, Chinese and Bengali. Letters and notices are provided in the native tongue of the parents. The findings related to the school's translation and interpretation needs have been reported to the School Leadership Team (SLT) and PTA. For the language we are lacked of in PS 140, we use the services of the Biligual hotline and documents from the D.O.E.

Parents Preferred Language for School year 2015 - 2016		
Grade	Class	Parent's Preferred Language in Oral and Written form
Pre -k	001	Spanish, English, Chinese
K	011	Spanish, English, Bengali, French
1	101	Spanish, English, Arabic
2	201	Spanish and English
3	301	Spanish and English
4	401	Spanish and English
5	501	Spanish and English
6	601	Spanish and English
6	602	Spanish, Chinese, English
7	701	Spanish, Chinese, Bengali
7	702	Spanish, Chinese, Bengali
8	801	Spanish, Chinese, and Arabic
8	801	Spanish, Chinese, French
K/1/2	904	Spanish, English
3/4	903	Spanish and English
5/6	902	Spanish and English
7/8	901	Spanish, Chinese, and English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents PS 140 send home every year consisted of:

1. school news letter(tri-monthly) the first week of: September, November, January, March, and June
2. school calendars(monthly): The first day of every month from September to June
- 3.parent-teacher conference announcements: November 17, February 19, March 3, April 21st
4. after-school program information((Every September): The second week of September
5. State Testing dates(April and May)
- 6.school special events(music assembly- December, publishing celebration-once every month depending on the class, Author's Read aloud month- February 24, Poetry month-April),
- 7.School/Classroom updates: Trip dates (depends upto the trips teachers plan through the year.)
8. Unit of study(For every unit of study based on the teacher)
9. Home - School connection letters (At the end of every month with the school monthly calendar)
- 10.School Behavior handbooks(In September and/or the first day of the student's attendance)

Our Pre-K and Kindergarten handbooks are available in several languages including Spanish, Bengali, and Chinese. Other documents include translations of the school handbook in Spanish. These documents are provided to parents in September, and throughout the school year for incoming families. All parent-teacher conference announcements, which occur in November and March are sent to the DOE Translation and Interpretation Unit if necessary, at least two weeks in advance. The New York State testing dates, which take place in April and May, as well as letters from the school administration, etc.

are translated when ever possible by bilingual staff in the school, or by the Translation and Interpretation Unit, two weeks ahead of time.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In addition to parent-teacher conferences held in November and March, the school also has Back to School night at the beginning of the school year in September, as well as a Moving-Up event at the end of the school year. Tuesday Parent Engagement is another opportunity for face-to-face meetings with parents. Annual ENL teacher and parent meetings. When deemed appropriate other school based personnel might make outreach calls to parents. The school submits translation requests to the Translation and Interpretation Unit at least two weeks ahead of time.

Formal Face to face meeting in PS 140:

1. Back to School night (September 2014)
2. Parent - Teacher conference (November 17, February 19 and March 3rd)
3. Curriculum nights (Second week of September)
4. One to one appointments on academic updates on individual child(Depending on the needs of the child)
5. Math Game night with the six grade parents (12/11/15, March)
6. Parent's orientation for incoming six graders (Every september and June)
7. Ell Parental Orientation for incoming Ells (September and throughout the year)
8. Eight grade graduation meeting with the parents (May, and June)
9. Kindergarten step-up: June
10. Fifth Grade Step-Up: June
11. Eighth Grade Step-Up: June

Informal:

- Writing Celebration in the classrooms (Every month depends on the classroom)
- Poetry outloud (Every april)
- World Read Aloud Day(February 24)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The major findings of the PS 140 parents indicate that a majority of the parents/guardians prefer communication in English. This is indicated on the HLIS and in the data reflected in ATS. A few parents/guardians preferred communication in Spanish, Chinese, and Bengali. This information is provided to all concerned parties. School messages are provided in English, Chinese, Bengali, as well as Spanish. The Parent Coordinator who is also the Language Access Coordinator will translate internal documents into Spanish, as well as create Spanish School Messenger messages. All documents send

home from school will be translated in multiple languages. Spanish, Arabic, French, and Chinese documents will be sent to the Translation and Interpretation Unit two weeks in advance for translation. In-house school staff are also available for translation. The teachers and principals will write the letters and get the documents ready. They will be sent to the Translation Unit as a package to be translated. Then, the school will make multiple copies with English on one side and the Home Language translation on the other side to be distributed to the parents. For language that has no written forms, the school will make every effort to have translator to call the house for oral translation to get the information to the parents. All on-site translation will be conducted by trained Personnel at PS 140. The school keep a roster of bilingual staff who can be called upon to interpret. For parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The Parent Coordinator, who is also the designated Language Access Coordinator (LAC) has been certified in translation English/Spanish, and is readily available for face-to face meetings throughout the school year. When deemed necessary, classroom teachers will utilize the services of the Translation and Interpretation unit. This might occur during parent-teacher conferences. The secretary of the school will pull a report from the ATS system to identify the parents' preferred languages. The ELL teacher also help the secretary in identifying the parents' preferred languages. For on-site oral languages translation, we have Russian, Cantonese, Mandarin, Taisanese and Spanish translator available if needed. We will also need the services of the Interpretation unit for Arabic, Bengali, and French speaking parents for over the phone translation.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Parent Coordinator who is also the Language Access Coordinator (LAC) ensures by written notification every school year about how to use the translation services unit, and the over-the-phone interpretation services provided by this department. The Language Palm Card is readily accessible to interested parties schoolwide. The staff members were inform of the possible language services available over-the-phone during staff meetings and via email. The poster with the different languages available for over-the-phone interpretation service is posted in the main office and at the parent's coordinator's office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

It is the intent of P.S. 140M to provide the needed translation and interpretation services to parents to enable them to be fully engaged and play an active role in the education of their children. The principal's office create Welcome Posters in multi-languages. The school also download the parental guides in multi-languages from the D.O.E website and duplicate them for distribution to parents. Extra copies also placed at the reception area visible to the parents as they enter the main office for inquiry. The main office staff, the nurse, the classroom teachers and the ELL specialist also are available to provide services to parents who need assistance in translation and interpretation services.

All New York City Department of Education materials which include documents, posters, and other materials which have been translated are posted and disseminated to parents if needed.

All notification documents can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will provide the parents the opportunities to provide feedback on the quality and availability of services through parental survey, PTA meetings, phone calls, communication between parents and parents' coordinator, as well as communication between parents and teachers by letters.