



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>08X140</b>
<b>School Name:</b>	<b>P.S. X140 THE EAGLE SCHOOL</b>
<b>Principal:</b>	<b>PAUL CANNON</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Eagle School School Number (DBN): 08X140  
PK-5  
Grades Served: \_\_\_\_\_  
School Address: 916 Eagle Ave  
718 585-1205 7182921349  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
School Contact Person: Paul Cannon Email Address: [pcannon@schools.nyc.gov](mailto:pcannon@schools.nyc.gov)  
Principal: Paul Cannon  
Andrea Marsh  
UFT Chapter Leader: \_\_\_\_\_  
Antoinette Holmes  
Parents' Association President: \_\_\_\_\_  
Heriberto Santana  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Nicole Lopez  
Monica Valladares  
Student Representative(s): \_\_\_\_\_  
Amy Vasquez  
\_\_\_\_\_

**District Information**

District: 08 Superintendent: Karen Ames  
1230 Zerega Avenue, Room 6-10, Bronx, New York 10462  
Superintendent's Office Address: \_\_\_\_\_  
kames@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
718-828-6653 718-828-6239  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Bronx-District 8 Director: Jose Ruiz  
1230 Zerega Avenue, , Bronx, New York 10462  
Director's Office Address: \_\_\_\_\_

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jruiz@schools.nyc.gov

Director's Email Address:

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718 828-7772

718 828-2760

Phone Number:

Fax:

## 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)
Paul Cannon	*Principal or Designee	
Andrea Frederick-Marsh	*UFT Chapter Leader or Designee	
Antoinette Holmes	*PA/PTA President or Designated Co-President	
Nicole Lopez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Monica Valladares	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amy Vasquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heriberto Santana	Member/ SLT Chairperson	
Nancy Castelli	Member/ AIS Teacher	
Cynthia Welker	Member/ Special Education Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deborah Staff	Member/ Speech Teacher	
Melissa Ortiz	Member/ PA Vice President	
Yolanda Varona	Member/ Treasurer	
Shanta Short	Member/ Secretary	
Valerie Short	Member/ PA Chairperson	
	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.

The Mission at P.S.140X is to ensure students, staff members, parents and our school community fully embrace the notion that "All Means All" in setting high academic & social expectations around the new Common Core Learning Standards. This will ensure that our students are college and career ready for the 21st Century. The P.S. 140X community is situated in the Morrisania section of the South Bronx, one of the lowest socio economic areas of the Bronx. Despite our location we were able to improve parental involvement in conjunction with the Children's Health Fund and the Parent Association, along with the partnership through Fordham University we were able to create the Old School Museum which provides 5th grade students the leadership opportunity to escort visitors while highlighting the history through our halls. Our joint venture with city and political organizations provide our students with sense of community and mentorship.

Due to the economic status of our community, our students are faced with challenges including but not limited to migratory patterns and home language barrier, students in temporary housing, students with disabilities.

The elements of the Framework for Great schools in which our school made the most progress over the past year are the following: collaborative teaching, and strong family-community ties. Our key area of focus remains rigorous instruction.

## 08X140 School Information Sheet

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

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>Teacher &amp; Administrative teams are working toward creating a balanced literacy approach to improve performance in ELA, by engaging in on-going collaboration. Teachers will also create instruction that is common core aligned, customized, and motivating to their students.</p> <p>Teachers will be engaged in on going Professional Development and training provided by peers, administration, to enhance student instruction.</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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016 90% of teacher teams will work collaboratively through cycles of professional learning to evaluate student work and refine curricula based on the needs of SWD’s, ELL’s, and our Tier II and III population.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will provide opportunities for students to engage in discussions using UDL strategies. Teachers will step away as the lead mediator encouraging students to participate.</p>	<p>K-5 Grades 2-5</p>	<p>September- June] [ Jan-April]</p>	<p>Teachers Teachers]</p>

Back to Basics: Teachers will support student foundational skills by focusing on the academic basics of phonics, phonemic awareness, and mathematical operations.			
Early Morning Start: Teachers will guide students in their academic success reinforcing students' abilities to use text based evidence as well as understanding, navigate, solve multi step word problems.	Grades 3-5	Jan-April	Teachers
Saturday Academy: Teachers will guide students in their academic success reinforcing students' abilities to use text based evidence as well as understanding, navigate, solve multi step word problems.	Grades 3-5	Jan-April	Teachers
Parent Workshops: Staff and administration will collaborate with the parent association in order to increase parental knowledge of CCLS and how to assist their child at home with necessary strategies of success in the classroom and beyond	Parents	Sept-June	Select Personnel

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Absence coverage, Professional development sessions, per session, materials/supplies.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

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

**Part 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
Support Staff will work together with teacher teams to develop teacher’s ability to use the data to respond to student’s social and emotional developmental health needs, so students can become academically and socially successful. Implementation of school messenger to increase student yearly attendance by 3% from 89.5% to 92.5% in June 2016		

**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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, P.S. 140 school-wide attendance will increase by 3% from 89.5% in 2015 to 92.5% in 2016.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The school will use the KINVOLVED App as an attendance tracker to improve PK-5th student attendance by sharing real-time information among families, and the school.</p>	<p>Students grades PK- 5</p>	<p>September-June</p>	<p>Teachers, Parent Coordinator, Children’s Health Fund</p>
<p>We will utilize the attendance teacher to track and monitor attendance on a regular basis and provide feedback and data to the attendance and administrative teams &amp;</p>	<p>Students grades PK- 5</p>	<p>September-June</p>	<p>Teachers, Parent Coordinator, Children’s Health Fund</p>

<p>identify at-risk students, make phone calls, conduct home visits and create incentives for increased student attendance.</p>			
<p>Programmatic resources to increase student attendance are: (a) monthly awards assembly, (b) classroom celebrations, (c) school-wide Eagle Weekly, Bulletin Board Recognitions and School Messenger.</p> <p>Children’s Health Fund (CHF) – Healthy and Ready to Learn Initiative (HRL) will provide school-wide and targeted screenings for 8 Health Barriers of Learning (HBL):</p> <ul style="list-style-type: none"> <li>• Poorly Controlled Asthma</li> <li>• Vision Problems</li> <li>• Hearing Problems</li> <li>• Dental Pain</li> <li>• Behavioral/mental health problems</li> <li>• Hunger</li> <li>• Anemia</li> <li>• Lead Exposure/Poisoning</li> </ul> <p>Children’s Health Fund – Healthy and Ready to Learn Initiative will provide and/or coordinate school-based interventions to address certain HBL’s. Provide case management/care coordinating to ensure that external provider addresses HBL’s that are not addressed onsite.</p>	<p>Students grades PK- 5</p>	<p>September-June</p>	<p>Teachers, Parent Coordinator, Children’s Health Fund</p>

CHF-HRL will identify children missing NYCDOC school health form and follow up with parents to ensure completion and submission of forms.

CHF-HRL will identify children missing MAF , Asthma, Action Plan, other forms and work with parents and external providers to ensure the forms the forms are updated and submitted to school.

CHF-HRL will implement school-wide social-emotional learning curriculum and incorporate physical activity into the classroom structure.

Conduct professional development for teachers and monthly in service and ongoing coaching for teachers surrounding curricular implementation and other strategies to identify and minimize adverse effects of health barriers to learning (HBL's) on students.

Establish a school health council to support the HRL initiative.

Implement ongoing communication and hold monthly events with parents to increase their awareness about HBL's and to improve their ability to identify, prevent or address HBLs and to improve their ability to identify, prevent or address HBL's.

Establish partnerships with and engage community organizations to contribute to the HRL Mission.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Hardware(ipads, laptops), software (Kinolved), and supplies.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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, P.S. 140 school-wide attendance will increase by 2% from 89.5% in 2015 to 91.5% by February 2016, using monthly attendance reports, monthly classroom newsletters to highlight classroom achievements and important dates.											
<b>Part 5b.</b> In <b>February 2016</b> , 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>*Regular collaborative planning</p> <p>*Resources available</p> <p>*Teachers create a safe and caring learning environment and culture.</p> <p>*A variety of professional development for teachers learning to move all students to the next level utilizing tiered activities, differentiated literacy centers, Tune into Reading, Fletcher’s Place, Flocabulary, and Brain Pop.</p> <p>*Children’s Health Fund Resources used to benefit the community as a whole ( KINVOLVED, *mental health services for both students and families, provide students with everyday necessities *in order to meet learning and physical needs i.e. backpacks, clothing, hats, scarves, gloves, *parent support).</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 95% of teachers will use a variety of data sources (Rally, Running Records, Go Math and Ready Gen assessment, Write Bright, and monthly progress reports), to inform instructional practices to meet the needs of all students.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>RALLY: Computerized ELA assessment that focuses on different reading skills which offers quick feedback for teachers so that they are able to implement needed strategies into their instruction and individualized student plans.</p> <p>Write Bright an interactive writing resource.</p>	<p>Grades 3-5</p> <p>Grades K-5</p>	<p>Sept-June</p> <p>Sept-June</p>	<p>Classroom teachers, and Technology teacher</p> <p>Classroom teachers</p>

Tune into Reading- A computerized ELA program which assesses and increases student knowledge of vocabulary word through repetition and the enjoyment of singing songs. It focuses on different reading skills which offer quick feedback for teachers so that they are able to implement needed strategies into their instruction and individualized student plans.	Grades 2-3	Sept- Dec	Classroom teachers, and Technology teacher
Fletcher’s Place An ELA early childhood that focuses on different reading skills which offers quick feedback for teachers so that they are able to implement needed strategies into their instruction and individualized student plans	Grades K-2	Sept-June	Classroom teachers, and ESL provider
Through the use of Children’s Health Fund resources, the school will address various Health Barriers of learning for all students in order to increase student learning.	K-5	Sept-June	All Staff, CHF

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Materials/Supplies like Fletcher’s Place program, hardware (ipads/laptops), and software like Tune into Reading, Write Bright, and Rally.											
<b>Part 4b.</b> 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	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
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By February 2016 85% of Grade 2 & 3 teachers will have used Tune into Reading ongoing assessment, and RALLY quarterly assessments, to inform instructional practices and comprehensive plans to meet the needs of all students.

**Part 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>The primary goal of leadership is to create a culture in which the professional growth of teachers and staff is maximized so that the development and delivery of a cohesive and rigorous curriculum is able to ensure student achievement. The administrative cabinet along with the School Leadership Team(SLT), School Development Committee(SDC), and all Teaching Teams conducted an analysis of student performance trends as well as recommendations from our Quality Review, and other relevant qualitative and quantitative data to determine goals and priorities.</p> <p><u>Quality Review Implications:</u></p> <p>1.1 Coherent Curricula – The SDC, Curriculum Committee, and Teaching Teams are working collaboratively to create curriculum maps that are aligned to Common Core Learning Standards, rigorous, and accessible for a variety of learners. Each team is also responsible for generating a “Year at a Glance” outline to ensure consistency throughout the curricula in all subject areas and continuity amongst the grades. The Grade Leaders Committee goal is to compare and scaffold all curriculum maps.</p> <p>1.2 Development of Teacher Pedagogy – The SDC is responsible for surveying the expressed Professional Learning needs of the teachers and staff to ensure the instructional shifts are aligned to the curricula and meets the needs of all learners. The administration is responsible for the analysis of the Framework <u>for Teaching</u> reports to identify performance trends amongst teachers. This data will be used to provide professional learning opportunities to further develop teacher pedagogy during our weekly sessions. Additionally, we will upgrade our current technology program</p>		

through the purchase of computer hardware to further enhance professional development on Smart board use in the classroom.

2.2 Alignment of Assessment – We will continue to enhance our classroom Data Centers as part of our “School Brand” to strengthen the alignment and monitoring of periodic assessments. We will purchase RALLY online assessments for grades 3, 4, & 5 in order to benchmark and evaluate student growth throughout the year. Additionally, we will purchase a portfolio system for grades K – 5. All Teaching Teams will be responsible for the creation and maintenance of assessment portfolios. Weekly team meetings will be scheduled to analyze student growth and trends in qualitative and quantitative data.

Danielson’s Framework for Teaching:

We used Advance data/observations to analyze data trends. The below mentioned indicators were identified in this year’s Advance final report as areas in need of improvement.

We will be highlighting several key indicators during the upcoming school year as our areas of focus:

**3b-** Student- to-student discussion: Students will engage in high-quality discussions, which will focus on supporting their arguments by providing text-based evidence, in ELA and Math. The administrative team will schedule inter-class visitations to share best practices around this indicator. Grade Leaders will facilitate team inquiry projects to strengthen the work in this area.

**3c-** UDL Strategies: Rather than relying only on printed materials and whole-class lecture notes, teachers will incorporate UDL strategies within classroom instruction to target and address all learning styles; e.g., multiple formats to represent information, and enhance student engagement. We purchased several educational programs to be implemented during our enrichment and remedial academies. We will offer three different programs to support and further student achievement, including Students With Disabilities and English Language Learners.

**3d-** Actionable Feedback: Teachers will provide “actionable” and “meaningful” feedback to students, driven by CCLS and aligned to student friendly rubrics.

**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, P.S. 140’s percentage level of 3 & 4’s in ELA and Math will increase by 5%.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Evidence based school wide assessment systems (Rally, Tune into Reading, Teacher’s College Running Records, and COR advantage)</p>	<p>Grades Pre-k- 5</p>	<p>September-June</p>	<p>Classroom teachers, administration.</p>
<p>Advance</p>	<p>All teachers</p>	<p>September-June</p>	<p>Administration</p>
<p>Children’s Health Fund: Through the use of Children’s Health Fund resources, the school will address various Health Barriers of learning for all students in order to increase student learning</p>	<p>All students</p>	<p>September-June</p>	<p>CHF, All teachers, and administration</p>
<p>Teacher Intervention Plan: teachers rated Developing or Ineffective are entitled to</p>	<p>Teachers in need of additional support</p>	<p>September-June</p>	<p>Administration</p>

a Teacher Improvement Plan (TIP) designed to pinpoint weaknesses and support the teacher in addressing them, and will genuinely support their professional growth.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Materials/Supplies such as Fletcher’s Place program, hardware (ipads/laptops), and software such as Tune into Reading, and Rally.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 student growth in ELA and Math will increase by 2.5%. It will be measured by the use of Teacher student assessment results, Rally Ready Gen assessments and teachers college running records											
<b>Part 5b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	D
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.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>The Major Recommendation(s) for P.S. 140 under Family and Community Engagement is to maintain a culture of mutual trust and positive attitudes between staff and families.</p> <p>6.3: We will engage in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</p> <p>6.5: We will share 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.</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 parental participation will be increased by 15%.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Daily familial and student support provided by Children’s Health Fund</p>	<p>Pre-K-5, and parents</p>	<p>September-June</p>	<p>CFN, administration, PA, and select personnel,</p>
<p>Monthly NY Airways doctor visits provided in-house</p>	<p>Pre-k-5 asthmatics</p>	<p>September-June</p>	<p>Children’s Health Fund, school nurse</p>
<p>Parent Workshops (Parent technology workshops, Food and Nutrition workshops, CCLS ELA/Math Parent workshops, Learning Leaders Initiative, Cultural Cuisine Workshops, Home/School support</p>	<p>Parents</p>	<p>September-June</p>	<p>Children’s Health Fund, PA</p>

workshops ) Parent Newsletter			
Helping non-English speaking parents workshop	Parents	September-June	PA, support from ESL provider

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Supplies, absence coverage, and software, and School messenger system.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 parental participation will be increased by 5% as evidenced by attendance at parent teacher conferences, open parent afternoons (every Tuesday), parent workshops, family game night, movie nights, Girl Scouts, interaction between Children’s Health Fund employees and parents and Ready to Learn Initiative. P.S. 140 will employ strategic initiatives to continue the progress of parental involvement in healthier lifestyles through a variety of workshops provided by Children’s Health Fund and other organizations. Such as Monthly doctor reports, The Eagle Weekly, ELL newsletter											
<b>Part 5b.</b> 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.

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

**Part 2: All Title I Schools**

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

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

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Our Professional Development action plan includes Lunch and Learns, Summer Institute Academy, weekly PD sessions, collaborative grade activities, designed to meet the expressed needs of the teachers with close analysis of student data (unit assessments, NYC and NYS assessment results and across grade core needs), so that administrators and coaches and teachers are providing targeted support in the areas of pedagogical needs and concerns. Additionally, this information will be used to accurately redirect resources to better enhance student learning.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

Transition plans used to assist the preschool children from early childhood programs to the elementary program include

Making Pre-K count (interactive computer based math program), installing interactive white boards to enhance learning, students are brought to the lunchroom to eat breakfast, social worker supports PK students and acts as a liaison with parents, active participants of all School assemblies and programs. School trips are strategically planned for PK students that are aligned to curriculum.

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	503,212.00	X]	Page 8,9,12,13,18
Title I School Improvement 1003(a)	Federal	16,979.00	X]	Page 8,9,12,13,18

Title I Priority and Focus School Improvement Funds	Federal	125,042.00	X]	Page 8,9,12,13,18
Title II, Part A	Federal	158,493.00	X]	Page 8,9,12,13,18
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200.00	X]	Page 8,9,12,13,18
Tax Levy (FSF)	Local	3,287,215.00	X]	Page 8,9,12,13,18

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 140X**, 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. **P.S. 140X** is providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school

surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

**P.S. 140**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>P.S. 140</u>	DBN: <u>08x140</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</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: \_

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

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

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

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

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

Our Saturday Program will run a total of ten Saturday mornings to begin in January 2015. Classes will run from 8:30 a.m. - 12:30 p.m. We will hold six sessions of the Saturday Program in preparation of the ELA/Math State Test and the remaining sessions will be held prior to the NYSESLAT. The third through fifth grader students will be invited to attend both sessions. This will enable students to maximize their potential in reading, listening, writing and speaking in L2. The instructional skills building components will include English vocabulary for all content areas, reading decoding skills, writing skills and conversational skills building exercises. The instructor will use the Quality Teaching for English Language Learners (QTELL) approach. Students will be assigned to differentiated groups according to their needs. ELL students will be facilitated by our ESL teacher. Focus will be to develop their literacy and language skills. Scaffolding of daily literacy skills will also be used to support literacy and math concepts and classroom work.

Our after school program will meet for a total of ten sessions and will also begin in January 2015. These sessions will be held on Wednesday and Thursday from 2:50 p.m. - 4:50 p.m. These sessions will also be

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: \_

Our teachers are familiarized with the latest ESL methodologies to improve both English acquisition and content area knowledge in both L1 and L2. To ensure that the professional development sessions meet the needs of the teachers, the ESL/Bilingual teacher is available to all teachers and is in constant contact through common grade meetings. During our Monday 70 minutes Professional Development sessions, Common Core Learning Standards (CCLS), Special Education (SEIS - acquiring IEPs) among many other topics that will be covered in order to enhance integration of ELL Instructional concepts and methodologies in all subject areas. On August 29 and September 3, our teachers received extensive Professional Develop on the Principles of UDL and the use of Thinking Maps in order to assist with critical thinking. During the month of October our Professional Learning Team began a series of workshops in order to establish structured and organized literacy stations appropriate for each grade level and supportive to our ELL population. Topics included, identifying types of stations, planning and aligning literacy station for each unit of study, prepararing and implementing activities for our literacy

### Part C: Professional Development

stations, utilizing management techniques that enhance learning outcomes and identification of structure for the readers workshops. These will provide an organizational system for our guided reading groups. For the month of November our Assistant Principals as well as other staff (turnkeying) will continue our Balanced Literacy Center workshops and we will also facilitate workshops on "Creating Measureable Outcomes". These workshops will be held during Professional Development Mondays each week for 60 minutes duration. These will assist teachers in creating measurable and usable assessments that facilitate teacher's knowledge on their students' learning and needs. Our goal is to better service our ELL population aiming to reach our AMAO 1 and 2 district goals.

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

Our ESL teacher as well as our classroom teachers continue receiving support and guidance in our Phonemic Awareness with kinetics supportive program, Fletcher. This year our ELLs will spearhead with BamBoomerang to scaffold with lower grades k-2 Fletcher program.

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

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

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

Parents of ELLs are provided with the opportunity to learn about the ELA, Mathematics and NYSESLAT data analysis among many other topics (ARIS, supports available in the community and homework help). During Parent Teacher Night (November 13, 2014)our first workshop was held with our ESL teacher. Topic of this workshop was " How to better understand the Progress Reports and Report Cards." Parents were surveyed on their interest for future workshops and areas of concerns. Parents

### Part D: Parental Engagement Activities

inquired on the "new Math". This workshop will be offered in December 15, 2014. On November 18, 2014, we held our second Monday workshop (30 minutes)with focus on Adult ESL Classes available throughout the community.

Our Monday Parent workshopss will include topics to increase parents'understanding in the importance of assisting their children with their academic work, to better parents' understanding of what their children do and learn in school, what assessments their children have to take and how they can support them at home in their learning and development of "Good Study Habits". ESL teacher will also meet individually with parents of ELL students in order to provide individual support and guidance . Other topics for our Monday monthly workshops will include: how to access SETSS services, strategies to improve reading, what is guided reading, journaling - finding our writing voice, academic games that help increase vocabulary and reading skills, Common Core - How does it impact our ELL population?, Homework help and other related topics. Our ESL teacher and Parent Coordinator will also offer workshops on the tools and information parents may deem necessary in order to maximize their involvements in their children's academic success (ENGAGE). ESL teacher and classroom teachers will also meet with families individually to discuss concerns, achievements, and future academic goals. In addition to these themes, parents will also receive workshops in Native language arts literacy skills development and how they can enhance the students reading comprehensio using cognates and a 30 minute daily at home reading program in L1 and L2. These parent workshops will be offered by Bilingual Parent Coordinator and ESL teacher. Workshops will focus on building literacy skills in L1 and L2 and enrichment of computer skills. Parent Coordinator and ESL teacher will continue to survey parents for topics on future workshops.

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

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal	Assistant Principal
Coach <b>Literacy</b>	Coach <b>Math</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area <b>Data Specialist</b>	Parent
Teacher/Subject Area <b>Tech</b>	Parent Coordinator
Related-Service Provider <b>Bil. Speech</b>	Borough Field Support Center Staff Member <b>Kristy De La Cruz</b>
Superintendent	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	595	Total number of ELLs	73	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" 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 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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	73	<b>Newcomers</b> (ELLs receiving service 0-3 years)	65	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	66	4	12	7	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	3	4	4	2	5	4								0
<b>Emerging</b> (Low Intermediate)	0	3	4	2	2	2								0
<b>Transitioning</b> (High Intermediate)	0	3	3	1	1	1								0
<b>Expanding</b> (Advanced)	2	4	2	6	5	6								0
<b>Commanding</b> (Proficient)		1			1	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	0	1	1	2	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1	0	0	0
4	7	1	0	0	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	8	1	0	0	1	0	0	1	0
4	6	0	1	2	1	0	0	0	0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

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

The ECLAS-2 and Rigby English Language Learner (ELL) Reading Assessment Kit are used by our ESOL/Bilingual Certified teacher. The ECLAS-2 is used as an alternative assessment tools. ELL students that are at a pre-prime reading level are assessed by ENL teacher making note of reading developing stage. ENL teacher is assessing for letter recognition, letter sound ability, segmenting or decoding abilities. The results acquired are used to monitor students' linguistic and phonemic progress. The results are used to provide insight of reading comprehension strengths and weaknesses in L2 literacy growth. This accumulated data is also used to provide anecdotes if necessary for additional support and referrals as deemed necessary. Assessment outcomes are shared by ENL and classroom teachers in order to modify and scaffold the learning activities for each student. This assessment is used with ELL students that have been registered in a US school more than one year or more and are exhibiting difficulty in literacy as observed by classroom teacher and ENL teacher.

The Rigby ELL Reading Assessment Kit is administered by ENL teacher to all ELLs three times throughout the year. This assessment provides each student's speaking, listening, reading and writing levels. The Rigby ELL Reading Assessment Kit assesses students' current listening level (Stage 1, 2, 3, 4 or 5). Another important aspect of this assessment is the ability to evaluate students' speaking level by having student answer particular questions on the assigned levelled reader. Students' answers will equip us with a speaking stage performance score for student (Level1 through Level 5). In the reading portion of this assessment, students read-aloud a levelled reading while ENL teacher is taking notes of miscued words, reading patterns and notes these on reading records maintained in ENL classroom. Students then answer questions based on literacy abilities provided by this program. This part of the assessment is individual work. ENL teacher provides instructions on completion of this task and if student needs additional guidance to complete the task, ENL teachers works one on one with students. The writing assessment of this program includes use of thinking maps in order to facilitate writing focus. Student then uses the thinking map in order to write on the topic they chose from the given list of possible topics. Writing patterns that are assessed with this program are: message and content, conventions, word choice and academic

language and sentence structure. The reading comprehension assessment include: identifying details, identifying cause and effect, what is the author's purpose, recognizing sequence, inference and other critical components of reading comprehension (inference, and finding the main idea). The ELL students' reading progress is monitored by ENL teacher; results are shared with classroom teachers and are available in the Data Center located in the ENL Classroom. Areas of concern are discussed at length by classroom and ENL teachers during common planning meetings and weekly SIT meetings. The New York Performance Assessments and TEWP Benchmarks are used for the third, fourth and fifth grade periodic assessments. The Rigby ELL Reading Assessment is research based and provides data on all four modalities: listening, speaking, reading and writing. ENL teachers maintain a yearly profile of students' reading progress. We have observed that the ELL students reading level increase every three months. If no movement is noticed, then student will be referred for additional services (AIS, RTI and/or SETTS). ELL students that exhibit phonemic difficulty receive additional I-pad usage time where they are able to individually practice the areas of difficulty in Bam-Boomerang (Phonemic On-line program) with ENL or Classroom teacher supervision.

Teachers use conference notes to monitor ELL students' reading progress, concerns and other vital observations. These notes are also shared with parents during parent-teacher conferences, Tuesday from 2:50 pm.-3:50 pm, Back to School Night, and if necessary an individual appointment is made with parents in order to discuss and recommend supportive home activities that can enhance students' academic and language development. Parents are assisted in completing the application for community after school programs in order to reinforce language acquisition.

In each classroom, teachers will be using Measures of Student Learning New York City Performance Assessment for grades K-5. These assessments will be administered at the beginning and the end of our academic year to monitor growth and progress in math, literacy and science. Assessments will be made available in Spanish as needed. The Measures of Students Learning New York City Performance Assessments will be used by the MOSL Team (Measures of Student Learning), our grade inquiry projects, content teams and RTI Team in order to adjust and provide the necessary academic interventions.

Our ENL teacher and classroom teachers' meet during our Monday Professional Development afternoon in order to strategize and assist students' academic growth.

Classroom teachers, ENL teacher, School Nurse and Guidance counselor also discuss health matters that might be noted in classrooms: for example, health problems (vision and hearing), attendance patterns and other factors that might hinder students' academic success, language development and personal acculturation.

## 2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The results of our 2014-2015 NYSESLAT scores reveal that 11% of our ELLs achieved at commanding level. As part of the revised CR Part 154-2 these former ELLs will receive 90 minutes of ENL services weekly.

We have observed from the data that the majority of our student have exhibited positive progress and measureable growth in the four modalities results of the 2014-2015 NYSESLAT.

It was observed, from the NYSELAT results, that many of our ELL students are performing at Transitional/Expanding levels.

Twenty percent of our grade 3/4/5 ELL population is performing at the transitional /expanding levels. This group will continue working on improving their reading comprehension, higher order thinking, cognitive development through rigorous group activities (yet differentiated to meet individual students' academic needs) and vocabulary development. The writing modality has shown the least progress of all four modalities.

Our grades 3/4/5 entering/emerging group is mostly composed of students who have recently arrived or SIFEs. This group will be closely monitored by ENL and classroom teachers for extra intervention and support according to students' individual needs. Referrals will be discussed at the SIT (School Implementation Team), SBST (School Base Support Team) and the MOSL Team.

Nineteen percent of our K/1/2 grade ELL population is performing at the transitional/expanding levels. Our K/1/2 entering/emerging ELL population will be closely monitored by ENL teacher and presented to SIT (School Implementation Team) for academic goal planning and/or referrals. We currently service nineteen students at this level (27% of current ELL caseload). The EN/EM K-5 students will receive extra support through AIS, RTI, scaffolding and SETTS services as needed and determined by the Bilingual Team. Our newly arrived kindergarten students performed at an EN/EM level and we received four new SIFE students.

This year 24 students were eligible to receive the NYSITELL (new admits to the City of New York Board of Education). Nine of the students (38%) were eligible to receive Bilingual services: 5 students from kindergarten, two students from first grade, and two

students from second grade. Three of the five kindergarten students scored at the entering level and two of the kindergarten students scored at the expanding level. One of our first grade students scored at an emerging level and the other first grader scored at a transitioning level. Both our second graders scored at an entering level. This information informs us that our lower grade newly admit ELL students should receive additional remedial phonemic practice, and assistance developing content area vocabulary.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO is used by our ENL teacher to monitor the progress of our ELL population. It allows us to measure progress toward the goal of English proficiency. The factors provided by this tool enable us to design effective instructional programs and/or interventions for these students. We are able to see the whole child: grade level, years of ELL services, home language, ELA & Math performance and progress, NYSESLAT proficiency and progress, attendance, age, hold over status, SIFE status and disability classification. This early warning system tracks factors that have been shown to lead to risk of lower academic achievement. We use these measures for provision of additional support in the areas of additional academics support and attendance monitoring. During grade meetings and on Monday afternoons the ENL teacher shares the information with each classroom teacher in order to brainstorm strategies that might assist in overcoming some of the factors that may hinder students' academic growth. Referrals and concerns are discussed with administrators before any action is taken.

Our ELL population showed increase in language progress as noted in AMAO I. Our now 1st grader group showed an 8% progress increase in the NYSESLAT language acquisition and the largest increase of a 44% progress in the NYSESLAT language acquisition was noted in the intermediate group. Our now second graders showed a 56% growth from Beginners Level to Emerging level and 44% showed an increase from Beg./Int. to TR/EX NYSESLAT Proficiency Level. Our now 3rd graders showed a 29% increase from Beginners to Emerging Language Level and 71 % increased from a beginner level to a Transitioning/Expanding level. Our now 4th graders showed a 27 % from entering level to emerging level (three students in this category we newly admit - less than year) and a 64% increase from intermediate to transitioning and expanding. Our now 5th graders an 11% growth from Beginner to Emerging and 56% showed an increase from Intermediate to expanding and transitioning. The remaining 5th graders although no increase of level was shown, these were newly entered ELLs that have increased their speaking abilities as noted by ENL teacher and Classroom teachers. This data will be used to provide the appropriate additional supports needed for language acquisition progression.

Although Amao Indexes were not available at the time of this report, our school met AMAO 1 and we were approximately 5% off from our AMAO 2. We continue to strive to reach our AMAO 2 goal of 15% of our ELL population reaching proficiency language levels.

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

The ELL patterns of performance across the grades are as follow:

Our newly enrolled kindergarten students are composed of 60% at the entering language level and 40% at the expanding language level.

We enrolled four new entering language level students this year. They are in the fourth and fifth grade. Our transfer ELL population is composed mostly of transitioning or expanding language level. 37 % of our ELL population is performing at the expanding language level, 37 % at the transitioning language level, 19 % at the emerging language level and 32 % at the entering language level.

The ELL students that participated in their Math and Science State Performance Tests scored exceptionally well. In the Science Performance Test the three ELL students that took the Science Performance Test in their Home Language (with a translator) one student scored a two and two scored a three in the aforementioned exam. In the Math State Performance Test, eighty nine percent of our 3rd grade ELL students scored at a level 1, they took the exam in English. In the fourth grade Math State Performance Test, forty six percent of our fourth grade ELL students scored at Level 1. Four students took the exam in their home language (with translators), two scored Level 2, and 1 scored a Level 3 and 1 scored at a Level 4.

Classroom teachers and ENL teacher meet and discuss outcome and patterns observed from the ELL Periodic Assessments outcomes. During

weekly grade meetings, teachers share strategies and differentiated activities in order to provide support in students' strengths and areas of concern to be used during classroom learning time. From the ELL Periodic Assessment, we gain knowledge on the specific math skills and literacy areas where the students might need additional support. These students are paired up in class and during ENL with a Tier 1 math classmate for peer to peer support.

Students' home language is used by paraprofessionals, classroom and ESL (bilingual) teacher in order to communicate instructions and support during the language acquisition process. Spanish non-fiction and fiction are available in the ENL classroom, technology labs are used during extended day activities in content areas (Spanish websites). The ENL classroom is also equipped with a Smart board and five (5) I-pads for individual or group work in both language acquisition and other skill development (content areas). We have used the Periodic Assessments in order to focus on math skills and problems solving strategies and differentiate instruction. Vocabulary books will be used in the ENL Classroom as a content area scaffolding tool. Students will be able to use this notebook as a home resource.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [\*ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)\*](#) section and [\*RtI Guide for Teachers of ELLs\*](#).]

At P.S. 140 students' progress is monitored and measured by use of City Periodic Assessments, teacher made assessments, running records and conferencing notes.

Our ENL teacher uses the 2014-2015 NYSESLAT Modality scores to determine differentiated and group classroom activities to enhance and provide support in students' content and language growth. Students acquired Rigby Reading Level is later used for Tiered groups.

RTI is used to give at risk students the necessary support in literacy and math in small group instruction. The LPT uses baseline assessment results, attendance, prior academic achievements, ELL academic needs, teacher recommendations and the NYSESLAT results for referrals for RTI services. RTI teacher uses Teachers College reading assessments and remedial text to guide small group instructions. Results of other classroom assessments are shared with our RTI instructors in order to align instruction to the students' needs.

Classroom teachers use Tiered grouping in the classrooms. Students are provided with targeted instruction designed to match their learning needs as demonstrated by performance on periodically administered assessments. In our weekly grade meetings, teachers discuss and design effective, individualized instructional programs that aid in language acquisition for the ELLs. Often classroom teachers use I-pads in order to differentiate the instruction that will increase our ELLs phonemic awareness needs (among other basic language development). Our goal is to enhance basic literacy skill by increasing their reading and writing abilities in a smaller group setting that provide opportunities for growth in all modalities of language acquisition. Progress, concerns and strategies are extensively discussed by the classroom teacher and ENL teacher during inter visitations, grade meetings, and or during Monday afternoon Staff Development (2:40/4:00 pm) in order to provide high-quality opportunities to learn.

Our Lehman College (Bilingual) Intern will be mentored in ENL classroom. Our intern will assist the ENL teacher during Reading/Writing 2/3 EN/EM group and K/1 EN/EM Guided Reading group activities two days of the week.

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

Our ELL students are often placed in monolingual classes with teachers that comprehend the students' home language and in their respective grade. The ENL teacher maintains close communication with classroom teachers and L1 content and vocabulary support is provided in ENL activities during their respective ENL learning periods. Classroom and ENL teacher scaffold content material by providing many learning opportunities in their home language as well as in L2. Classroom teachers will use Spanish Go Math textbooks and the ELL components of this series and manipulatives during the math time block in order to provide additional support in content area.

ELL students are provided with English/Spanish pocket dictionaries and glossaries in order to expand students content knowledge using their knowledge in L1. ELL students will acquire their knowledge in L1 through translation of content vocabulary until their L2 knowledge is developed enough to enable L2 higher order thinking. Our transitional/expanding ELL population will use Thinking Maps for development and support in content area learning and vocabulary build up.

Students will maintain vocabulary books in which they will use to expand and individually grow in content area vocabulary. Students will use words (L1 and L2) and pictures to capture the concepts of the content learned.

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

NOT APPLICABLE

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

Primary results from the NYS 2014-2015 showed that we had ten 3rd graders which took the ELA and out of these ten students, nine scored at a Level 1. This is an indication that more rigorous and frequent ENL and classroom interventions are needed in order to move them from a level 1 to a Level 2. Although this subgroup scored progress in the NYSESLAT, higher order thinking activities and strategies to help them with reading and writing skills will be our focus. This group will also be a number one priority for Title 1 services for additional reading and writing support.

Gains/losses in all four modalities (listening, speaking, reading and writing) acquired in the NYSESLAT will be used to provide literacy support during after school programs, Saturday Academy and EMS (Early Morning Start). Academic concerns for ELLs are present at SIT (School Intervention Team) meeting by ENL teacher, related service providers, classroom teachers, School Base Support Team, data from AMAO, and results from our AYP (how the ELLs compare to City wide scores).

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

At the initial visit and as part of the intake process parents of our newly enrolled into NYC schools are given and assisted in completion of the Home Language Survey (HLIS). If the parent speaks another language, Pupil Personnel Secretary seeks the ENL teacher for assistance and completion of the HLIS. The ENL teacher determines eligibility for possible bilingual services and then enters language code on HLIS. The ENL teacher keeps the yellow copy of the HLIS and the white copy goes into the student's cumulative record. If the student is re-entering the NYC Dept. of Education after two continuous years not in a NY State School, the ENL teacher will administer the HLIS and if home language is English then the process of identification is stopped.

During family meeting, parents are informed of the available bilingual services at P.S. 140 and of their option to seek alternative bilingual programs. If a parent chooses to seek alternative bilingual placement, School Pupil Personnel, LPT and ENL teacher will assist family with this process.

If parent chooses to remain at P.S. 140, the student is then placed in a temporary monolingual class (keeping the ELLs language need in mind). A brief family interview is held by the ENL teacher and family in order to determine prior academic placement(s), and any academic concerns the family may have. ENL teacher then administers the grade appropriate NYSITELL. Upon completion and after acquiring the NYSITELL results, ENL teacher informs the parent of our orientation date using the appropriate Entitlement letter. During the orientation, parents are introduced to Parent Coordinators, Administrative staff and Pedagogical staff in order to maximize learning resources for the ELL students and informative pamphlets are provided to the families in their home language.

If the student re-entering the NYC Dept. of Education is any other home language than English, the ENL teacher will interview the student and review his/her school work (prior report cards) and administer the NYSITELL. If the student is not eligible for NYSITELL, identification process is stopped and parents are informed via Entitlement letter of HLIS results and non-eligibility for Bilingual

Services as per CR Part 154-2 (sent via students' backpacks and mailed by Parent Coordinator). All ELL correspondence provides ELL parents of our ENL Point person's name and telephone number. Students' NYSITELL results are also included in this letter. Parents are informed via phone call from ENL of their rights to appeal to the LPT. If upon continuous re-identification process the student is still identified as an ELL, student will be administered the NYSESLAT until testing out.

If the student is newly arrived newly enrolled in a school in the NYC, the ENL teacher administers the HLIS. If the student is identified to be NYSITELL eligible, then the ENL teacher administers the NYSITELL. Entitlement letter is then send home informing parents of the temporary placement. If student is eligible for bilingual services (as per NYSITELL results) an entitlement letter is mailed home and a copy is backpacked home with student. Student will then receive the appropriate amount of minutes according to their language levels results from the NYSITELL and will be received the appropriate amount of ENL services until student tests out with the NYSESLAT Assessment.

Within five days or sooner the HLIS is administered by our New York City Certified Bilingual and TESOL State Certified ENL teacher.

If an interpreter is needed during the registration process, the DOE Office of Translation and Interpretation Unit may be contacted for further assistance. ENL teacher is the contact person for Translation and Interpretation Unit in our school. An appointment is then set up with parents/administrator/ENL teach and classroom teacher in order to discuss academic placement and establishment of an academic plan.

Based on the NYSITELL results, students are categorized into one of five proficiency levels: Entering, Emerging, Transitioning, Expanding and Commanding ENL Group by ENL teacher. As per NYS Commissioner's Regulations Part 154, the NYSITELL results are used to determine the number of units of ENL (ESL). Students scoring EN/EM will receive 360 minutes weekly of ENL instruction. Our Transitioning and Expanding ELLs will receive 180 minutes weekly of ENL (ESL). The commanding students will continue to receive 90 minutes per week of ESL for support and continued language development.

The Spanish LAB-R is also administered to students that score below proficient and in turn are considered ELLs in our school. The Spanish Lab-R score is used to determine students' literacy ability and concerns in their home language or L1. The student is then placed in an age appropriate monolingual class by Administrator/ENL teacher.

The outcomes of both assessments are shared classroom teachers.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within thirty days of enrollment, ENL teacher administers the SIFE Interview Questionnaire to SIFE sub-group. The acquired data is used to access students' strengths and concerns regarding literacy skills. Our math curriculum provides us with assessments in student's home language and whenever possible, our students are assessed in their home language for clarity in their math skills potential. Our ENL teacher will perform an oral interview which will provide us with the student's command in L1 language. In this manner, ENL teacher and classroom teacher will facilitate academic material in SIFE's home language until student reaches transitional English proficiency level.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [\*ELL Policy and Reference Guide\*](#), [\*ELL Identification\*](#) section).

A newly enrolled student with an IEP and home language other than English is monitored by Assistant Principal, SETTS teacher, School Base Support Team, ESN teacher and other members of the LPT (Language Proficiency Team). The LPT reviews evidence of the student's English language development. If recommended by LPT, the ENL teacher administers the NYSITELL. Student takes the NYSITELL to determine ELL status. ELL identification procedures continue as with all students. If student qualifies (as per NYSITELL results) for Bilingual Services a meeting is then schedule with student's parent, SBS Team representative (Bilingual), Assistant Principal, ENL Provider and IEP Teacher meet with parents in order to discuss Bilingual education options available at our school. ENL teacher will provide Spanish translation and if necessary, the Translation and Interpretation Unit will be called to request a translator in parents' home language. During this meeting (held within 20 days of LPT meeting as noted in EPRG 2015-2016) parents will inform the LPT of their acceptance or rejection of plan outlined for student with IEP. In the meantime, student will be placed in an age appropriate and designated setting as per IEP (Individualized Education Plan). ENL teacher will mail the appropriate entitlement letter to parents and backpack a second copy via student.

If the LPT recommends the student not take the NYSITELL, the recommendation is sent to the principal for review. If the principal reviews the recommendations and determines the student should take the NYSITELL, the ENL teacher will administer NYSITELL to

determine ELL status and continue procedures as with all students.

If upon review, the principal determines the student should not take the NYSITELL, his determination is then sent to the superintendent or designee for review. Parents or guardians are notified and updated within 3 days of the status of registration process.

If upon review, the superintendent or designee determine that the student should not take the NYSITELL, parents are notified by ENL teacher of outcome and the status of their registration process and the ELL identification procedure is terminated.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ENL teacher keeps copies of entitled/non/entitled letters readily available for distribution in the ENL Classroom file cabinet. Immediately after processing the NYSITELL, a letter informing parents of entitlement or non-entitlement of Bilingual Services is back-packed with students. In the letters, parents are provided with the student results and of ENL teacher's name and telephone number and a copy of the orientation flyer (when applicable). ENL teacher will make entitlement letters available to parents of ELL according to the results given in the HLIS Part 3, questions 1 and 2 (Home Language).

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the family interview, ELL parent workshops, and registration process, ENL teacher reviews the ELL Policy and Reference Guide, Re-Identification of ELL Status section with parents and assist with the understanding of the Bilingual process (Copies available at ENL classroom, school lobby, and other school community areas (school main office). ELL families will also be referred to Parent Coordinator for support and assistance in the appeal process and meeting the timelines (45 days of enrollment) in order to create an educational plan of action that will enhance student's language acquisition and acculturation process.

Parents are notified of their right to appeal their Bilingual placement within 45 days. This notification of 45 days is included in the Entitlement letter that informs them of the Orientation dates. Further discussion will be held with parents during this meeting. Letters are mailed in parent's home language. Copies of all correspondence with families are maintained in a file cabinet in the ENL classroom.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

As per CR Part 154-2, parents understanding of all three program choices are of high priority. To ensure that the parents understand all three program choices (Transitional Bilingual, Dual Language and Free Standing ENL) the parents' orientation video is shown in the home language of the parents and this done after administering the NYSITELL and within 10 days of registration. At this orientation, the ENL teacher will facilitate viewing of the latest parent orientation video with the use of the Smart board and Board of Education Web-site. Parents are also instructed on the use of these parent friendly resources.

Each segment of the video is paused frequently in order to have an open discussion and to clarify parent's questions and concerns regarding their children's placement. After watching the video, the Parent Selection and Survey forms are distributed. The ENL teacher and the Parent Coordinator circulate the room and monitor every parent filling out the survey to assure that each item is clearly understood. Each item is carefully and clearly explained by ESL (Bilingual) teacher, administrator and parent coordinator. This is done in the parents' home language (Spanish). If the parent speaks another language than Spanish, a translator will be provided either from our own multicultural staff and or the Translation/Interpretation Unit.

If the parent cannot attend our schedule Parent Orientation, an individual parent orientation will be scheduled to meet the parent's needs. If the parent is not able to attend either session and a parent program survey is not returned, the ENL teacher will call parents and inform them of the default bilingual program and a default letter will be mailed home and a second copy backpacked via student.

On September 28, 2015 we held our first meeting from 8:30 - 9:30 a.m. and another from 2:50 - 3:50 p.m. in order to provide working parents with alternative time frames. This year 100% of newly enrolled families attended the Parent Orientation. The results were entered in to ATS by ENL teacher.

Parents who have previously chosen a TBE/DL program on the Parent Survey Choice will be called to schedule a meeting in order to

provided information on the availability of their program choice. If parents desire to change student from current placement, parents will be assisted through the process by Pupil Personnel Secretary, Assistant Principal and ENL teacher in a timely manner.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As per CR Part 154.2, ENL teacher and parent coordinator will call parents of our newly admit students the day before the scheduled meeting to remind them of the Parent Orientation date and times. The importance and significance of attendance to this meeting is briefly discussed and an informative flyer is sent to the home via students' backpack. Parent Survey and Program selection are distributed during Orientation Workshop in order to facilitate parents understanding of the three choices available in the NYC Department of Education. After the Orientation meeting, ENL teacher collects them and enters the parents' choices in to ATS. The ENL share the outcome with Administration. ENL teacher then keeps the originals in the labeled file cabinet available in the ENL classroom. This year we achieved 100% attendance to our Parent Orientation held on September 29, 2015.

The ENL teacher monitors the process for parents' program choice and shares these finding with Administration via e-mail and memos. Parent Coordinator and ENL teacher call parents when previously chosen Bilingual Programs (TBE/DL) become available. A meeting is scheduled with parents, Parent Coordinator and ENL teacher in order to assist parent with this process if necessary.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our ENL teacher maintains a NYSITELL roster and uses that to monitor return of Parent Survey and Program selections of those newly admit ELLs. A copy of this log is maintained in ENL files in the ENL room available to Administration and Parent Coordinator. Parent Survey and Program Choice forms are available in parents' home language (ENL Classroom) and ENL teacher uses them as needed.

If a parent cannot make the initial parent orientation, an individual meeting will be scheduled by ENL teacher in order to complete the registration process.

9. Describe how your school ensures that placement parent notification letters are distributed.

To ensure that placement parent notification letters are distributed, ENL teacher sent out a copy via students' backpack and an additional copy is mailed home.

The ESL teacher also coordinates with the classroom teacher will meet the class at their dismissal spot in order to make additional family contact if needed. If additional follow up is needed, a hand written note (in parents' home language) is sent home via students' backpacks.

These continued entitlements letter are provided in parents 'home language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ENL teacher maintains a copy of all correspondence sent home. This includes non-entitlement and entitlement letters. The HLIS yellow copy is maintained by ENL teacher in the ENL classroom in a file cabinet which is available for review by administrators.

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

All sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are monitored and administered by our ENL teacher, literacy coach and Assistant Principal. We use our ATS Current ELL Report (RLEC) to ensure that all ELLs receive the NYSESLAT annually. ENL teacher compares the names in RLEC with the grids received from the designated testing provider. For those students on the RLEC but without an answer grid, the ENL teacher will use a blank grid for modalities of the NYSESLAT. ENL teacher will also administer the NYSESLAT to those students' identified as possible ELL (in order to monitor possible need for language support). ENL teacher maintain and records when all four test modalities are administered to all ELLs registered in our school. ENL teacher is assisted by other school pedagogues trained with NYSESLAT Administration Guide. Each grade is grouped together and they work on test according to NYSESLAT Administration Guide. Absent students are tested promptly upon return to school.

The Speaking modality assessment is administered by SETTS teacher or an F-status teacher hired to assist in completing the

NYSESLAT. They also assist in grading the writing modality using the writing NYSESLAT rubric. Prior staff development is held with above mentioned staff for compliance as prescribed in the NYSESLAT Administration grade.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The continued entitlement letters (offered in parents' home language) are distributed yearly (as per NYSESLAT results) via classroom teachers and sent home via students' backpack. In the Entitlement letter, parents are provided with the ELL contact person's name and telephone number (ENL teacher). Parents receive these letters in their home language or preferred language. Their preference of language is acquired from our HLIS Part 3, questions 1 and 2 or from RLER home language column. To ensure that entitlement letters are distributed, ENL teacher makes phone calls informing them of the incoming entitlement letter in the morning, noontime, and evenings.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

During our Parent Orientation and after all questions and concerns were answered by the ENL teacher, parents' survey and program selection shows that our parents highest preference is English as a New Language. Thirty-seven percent chose the Dual Language and the rest of our parents, chose English as a New Language. The trend for the last three years has been towards English as a New Language.

ENL teacher will continue to monitor parents' program choice closely and forward this information to Administrators.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.

We offer the Freestanding Pull-out ENL program. ELL students are grouped homogeneously by language proficiency levels and by grades. At times, ENL teacher will transfer students from the grade appropriate grade but higher/lower level. Students' progress is closely monitored by ENL and Classroom teacher. Observation and academic progress or concerns are discussed during inter-visits, Super Monday (PD) and grade meeting.

As per CR Part 154.2 we are planning for ENL groups composed of two continuous grades (unless in special education). All students will receive a specific amount of standalone ESL and Integrated ESL lessons. Standalone ESL instruction will be used to develop English language skills so that students can succeed in core content courses. This service is delivered by our Bilingual/TESOL State Certified teacher. These strategies include use of Write Brite, Smart-board interactive games, grammar workbooks, vocabulary level workbooks, Sheltered Instruction, and other ESL strategies).

Our ENTERING/EMERGING (EN/EM) 4/5 grade, our EN/EM 2/3 grade group and our EN/EM k-1 group receive 360 minutes of ENL instruction weekly.

Our TR/EX 4/5 grade group, our TR/EX 2/3 grade group and our K/1 grade group meets for 180 minutes

weekly. Integrated instruction is used by our dually certified teacher (Elementary Common Branch/Spanish Bi-Lingual Extension/TESOL). ENL strategies include cooperative grouping, scaffolding content vocabulary, accountable talk, performing plays in the ENL classroom, debates, sheltered instruction and use of Smart-board for technical visual support.

Our commanding ELL students will receive 90 minutes weekly of integrated instruction delivered by our ENL teacher.

Once a week, our ENL teacher will use the computer lab, allowing every ELL group a monthly visit to the computer lab for technology familiarity and the use of computers as a learning tool.

Groups are picked up sometimes during the morning and sometimes during the afternoon. ENL teacher schedules groups at different times during the days in order to cause the least disruption during any assigned subject classroom classwork progress.

- b. TBE program. *If applicable.*

NOT APPLICABLE

- c. DL program. *If applicable.*

NOT APPLICABLE

- 2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At P.S. 140, explicit ENL instructional minutes are delivered to all our ELL population as per CR Part 154-2.

The 2014-2015 NYSESLAT proficiency levels are used to ensure that the mandated number of instructional minutes are provided. Students are placed by the results of this (NYSESLAT) proficiency results, for example: Entering and emerging students are provided with 360 minutes weekly of ENL instructional time, transitioning and expanding are provided with 180 minutes weekly of ENL instructional time. The commanding (proficient) will not receive 90 minutes weekly for two years after they reach the commanding proficiency level in the NYSESLAT. HLA instructional minutes are delivered as per CR Part 154.2, English as New Language Units of Study and Staffing requirements. We integrate the content area into the ENL mandated minutes. Spanish fiction and nonfiction books are available for use in the ENL classroom.

Copies of ELL students' grouping is available in the ENL and a copy is shared with LPT and administration. (Updates are available upon request) All ENL programs are evaluated by Administration for compliance.

- 3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

There are several instructional strategies implemented to provide access to academic content areas as well as English language development for ELLs, for example: Thinking Maps, guided lessons, cooperative learning groups, on-line computer programs (Study Island, Sartfall) and afternoon small group tutoring services. Content areas are further supported with thematic unit study during ENL mandated minutes depending on students' proficiency level results.

ENL teacher meets with classroom teachers during weekly grade meetings in order to align ENL instruction to ELA instruction offered in students' classroom. ENL teacher provides additional support in students' native language through the use of Spanish content books, Spanish internet sites and cooperative grouping. Students are supplied further support and enrichment through accountable talk, peer to peer academic assistance and use of the Smart (providing visual support for better understanding). Math skills are also practiced in the ENL and we often use manipulatives and models in order to assist students with the processing of higher order content knowledge. ENL teacher will use students' home language whenever possible. ENL teacher follows curriculum maps used by classroom teachers. During ENL teaching time, ENL teacher adapts instructional time as per students' needs determined by ENL and classroom teacher in order to support content area scaffolding. Students will keep vocabulary notebook in ENL classroom. ENL teacher will do vocabulary work during 25% of ENL mandated minutes. Vocabulary notebooks will be used to enhance content area vocabulary. Another 30% of the time will be used for phonemic workup (more if needed for the entering and emerging groups).

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

In our current ENL Program, we evaluate our students in English and in their home language. ELL students in 3/4/5 will work

with math books in their home language (Go-Math). Home language versions of math assessments will be used whenever possible. We are currently working on acquiring supportive materials in Arabic as our population of Arabic speaking ELLs is growin.

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

To ensure that each student's literacy needs are met, at P.S. 140 we are developing our Ready Gen literacy that provides activities for ELLs that enhance literacy skills at their proficiency language level. ELL students are challenged to meet grade criteria with assistance and guidance provided by ENL/Classroom teachers. ENL teacher provides home language support if necessary for content area assessments (EN/EM ELLs).

ELL Interim assessments will be used to guide and monitor progress and ELL students' academic needs. The program used is Rigby Reading ELL Assessments and assessments are administered by ENL teacher three times a year. This assessment provides progress, teacher observation notations, and areas of concern in the language modalities of speaking, listening, reading and writing. This program provides for speaking, listening, reading and writing assessments monitoring and evaluation. The ENL teacher takes notes of reading patterns, reading skills, language skills, speaking development and writing levels. These periodic results and concerns are discussed at weekly grade meetings and during inter-visitations with classroom and ENL teacher.

The formal assessments used by the classroom teacher are from The Teachers College Reading Records and these formal assessments are done monthly. Four times a year the results from these assessments are collected and used to redirect our AIS/RTI programs.

Informal assessments happen daily in the classroom during Guided Reading Time. During this time teacher conferences with students and these observations are also shared during weekly grade meeting.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for newcomers (less than three years in US school) within the program model. Students are grouped according to academic needs and work in cooperative groups. ENL and classroom teachers work in conjunction so scaffolding of classroom activities may be reinforced in the ENL classroom learning.

Our newly arrived (less than one year) are also encouraged to participate in our Support Services (Title I). We use the same methods as with newly arrived (less than three years) but the newly arrived (less than one year) are facilitated with I-pads during classroom literacy time for additional classroom language support.

Our newly arrived (students in the program for less than three years) and those who are identified as having special needs, continue to receive support services. They are encouraged to label and use Thinking maps for expansion in content area and for vocabulary development and enrichment. Graphic organizers will provide them an opportunity to work with TR/EX ELL in their classroom for support and guidance. Our newly arrived (students in the program for less than one year) participate of in our Support Services (Title I). Although our ELLs are grouped according to grades (two grades per group as per CR-Part 154-2), they come with various learning styles, interests and levels of reading. Therefore, instruction is differentiated in order to maintain the same standards for all students with the assistance of I-Pads, Smart board use and an ENL classroom library equipped with Pre-primer - chapter books in fiction and non-fiction. In the how of differentiated learning, strategies are used with flexibility in small group activities accordingly, using various cooperative learning strategies and assigned tasks that would fit the groups and/or students' abilities and language levels.

Our ENL and classroom teachers provide our SIFE students with literacy activities that are meaningful, interactive and interesting. SIFE students is teamed up with a student that speak their home language in order to motivate, guide and support classroom participation. Our SIFE students are provided the opportunity for extended practice. ENL teacher follows the curriculum maps in order to work with reading and writing activities that build and expand on SIFEs' oral language and

transfer the information with their prior knowledge. These strategies (Tier grouping, guided reading groups and individual conferencing) will assist student to scaffold and transfer content area information. SIFE students are provided the components skills of literacy during ENL instruction, EMS (Early Morning Support) and after school extended support time. ENL teacher uses Fletcher Place (phonic program), Bam Boomerang (Interactive computer program) and Starfall with SIFEs. These programs provide kinetic phonemic clues and are a great resource for phonics and language fluency acquisition. SIFEs maintain a vocabulary book with newly acquired words. These words are used for homework assignments for repetition and additional practice of the new words. In ENL conferencing time, students review with ENL teacher and are guided to next level of language development. Sound symbols correspondence, letter recognition, formation and decoding strategies are taught systematically and in an integrated fashion. SIFE students are facilitated with interesting reading materials at different reading levels available at ENL classroom. Student may borrow books from the ENL room. Thematic units are widely used to facilitate students' use of prior knowledge providing repetition of vocabulary in content areas.

Our long-term ELLs (six+ plus years in the U.S. school) practice work reading skills, reading comprehension instruction and intensive instruction in writing, grammar and other language development areas in order to expand their higher order writing. This group is extensively monitored for areas that might be keeping students' optimum literacy development. Areas of concern are discussed during grade meetings. Strategies and support is planned and monitored by ENL and classroom teachers. Observations are shared with Administrators.

Our literacy curriculum, Ready Gen provides classroom teachers with ELL appropriate activities that support language development at different academic and language levels.

Mathematics with its own specialized language and rules is taught explicitly. Use of manipulatives, tables, charts, models and real life situation are some of the strategies currently in use with our SIFE and other ELL population.

As mandated by CR Part 154.2 the Former ELLs are serviced with ENL teacher for 90 minutes weekly. All eligible ELL testing population (3rd, 4th and 5th graders) are allotted time and a half as a test accommodation for state testing. ELLs also are tested in a separate location in a small grade appropriate group. Testing ELLs are provided with Bi-lingual dictionaries to be used during the Math, Science and ELA State Test. Students are given an English and Spanish test booklet (when necessary). For the non-available language Translators were used during our Math and Science State Test for students whose home language is Arabic and French.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

At P.S. 140 our grade classes' teachers align their weekly lessons plans during grade meetings. Classroom and ENL (Bilingual and TESOL State Certified) teachers discuss student's academic progress, concerns and observations ensuring that the student's academic progress is not adversely affected by the re-identification process (as per CR-Part 154-2). ENL teacher (Bilingual and ESOL State Certified) will meet with student in order to facilitate this mandate and process.

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

Teachers of ELL-SWD students currently use Write Brite, Ready Gen, Go Math, Harcourt science, History Alive and multi-levelled Social Studies thematic text books in order to provide access to academic content areas and accelerate English Language Development. All materials used in the classroom are Common Core Aligned. Vocabulary in content area is scaffold in the ENL classroom by ENL teacher and classroom teacher also scaffolds the academic material in the classroom. Students are paired with a Tier I student for additional support in the classroom in the development of English language acquisition. ENL teachers has provided classroom teachers with copies of content based translated glossaries acquired at the State Department of Education site in students home language. Teachers differentiate their instruction by using Thinking Maps, multi-tired guided reading groups, on-line computer programs (Study Island, Starfall and Smart-boards).

To ensure that ELL-SWD receive the services as per their IEPs, ESL teacher, classroom teachers and SETTS support staff conference monthly and are active members of our School Intervention Team (SIT). IEP teacher monitors all IEPs, and a log of ELLs-SWD is maintained by IEP teacher to monitor delivery of recommended related services through the use of SESIS reports. These reports are then discussed with the SIT and Assistant Principal in order to comply with recommended support

Chart

services. We use SESIS to monitor IEP compliance and progress. Print rich classroom, manipulatives and peer to peer tutoring is used in all classroom enhancing ELL's language and academic interaction throughout the school day.

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

Our school modifies curricular and instructions to meet the diverse needs of our ELL-SWD by creating language centers within the classroom setting that allow our ELLs to utilize language base computer assisted instruction (CAI). Additionally our SWD ELLs population is afforded push-in opportunities in general education classes (Math, Science and Social Studies) that afford flexible programming. Instruction is differentiated for our ELLs by providing instructional materials in their home language and working with other students in Tier groups. The service providers work collaboratively with classroom teachers so that students receive all support services for academic achievement. Flexible program is used to also maximize the time our ELL-SWD spend with their peers. One of our speech therapist is a bilingual speech therapist and she provides push-in and pull- out services to the ELL-SWD according to their IEP and flex programming. ICT class placement is determined by SBS Team, IEP Goals, Administration and teacher recommendations.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

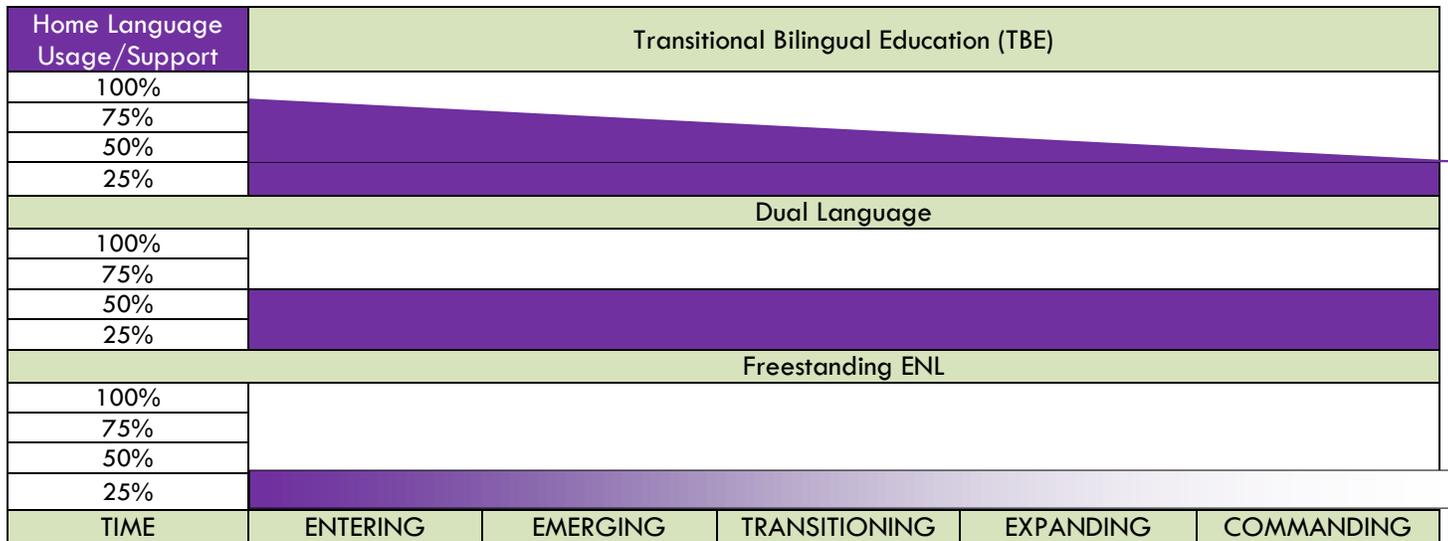


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs in ELA, math and other core content areas are services are offered during our EMS, After School programs and Saturday academy by bilingual and/or TESOL certified teachers. Our ENL Teacher facilitates the Title I Support Services for our ELL population. These Title I programs are available to our 3rd, 4th and 5th grade ELL population. Workbooks will be available in English and students' home language (when available). These Title I programs will begin in January of 2016. They are Early Morning Start (EMS) which runs from 7:30 a.m. - 8:20 a.m., the After School Program which runs from 3:00 p.m. - 5:00 p.m. and the Saturday Academy which runs from 8:30 a.m. - 12:00 noon. The ENL teacher will use the same materials as the English speaking population yet the ELLs will be provided support for Math content in the student's home language.

The targeted interventions to be used for the ELA component will be ESL methodologies (scaffolding, concept maps, thinking maps, and sheltered instruction for comprehension of text and directional re-focusing in reading in order to enhance higher order thinking in literacy skills. Rigorous accountable talk conversations will be used by ENL teacher in order to facilitate and enhance higher order thinking. ENL teacher will use this time to observe for language development in order to differentiate individual work activities during each of this Title I support programs. Social Studies are scaffold through literacy lessons. ENL teacher provides students with visual (Smart-board use), models (maps and models) and Shared Reading activities provided by workbooks used during these programs (Buckle Down to the Common Core State Standards- Mathematics and Ready New York CCLs for Literacy). These programs are aligned to the New York State Common Core Learning Standards

In the math area, students will use manipulatives, cooperative learning, and real life experiences (in students home language for deeper understanding) in order to scaffold vocabulary and content knowledge. Our Science Teacher facilitates a Science EMS program available to our ELL 4th Graders. Our ENL teacher facilitates science lessons during ENL learning time in order to develop vocabulary, scaffold science skills and provide a deeper understanding of science knowledge. ENL teacher uses Smart board interactive games, web-sites (NASA, National Geographic web-site and other pertinent science web-sites) in order to enhance content area learning. ENL teacher will use the I-Pads available in ENL classroom for individual learning as needed in their home language. The ELL students will work in cooperative group in order to share common prior knowledge among the group members.

ENL teacher will provide support in students home language as needed and non-fiction (in students' home language will be used when available) books for additional support in content area comprehension and skill building.

SETTS services are offered to our ELLs and instruction is delivered by bilingual (Spanish) teacher for literacy, math and content area review, scaffolding, and basic skills reinforcement.

Our ELL population is also serviced by a Bilingual Speech Teacher.

ENL teacher and other providers meet during SIT meeting and prep-time in order to monitor progress and share concerns.

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

This year we used translators for Arabic and French translation for Math and Science State assessments. Spanish copies of Math and Science assessments were used for our Spanish speaking students. 92% of our fourth graders performed at a 2/3 Performance Level in the science performance test.

Our ELLs demonstrated one level increase in language proficiency as results of 2014-2015 NYSESLAT results. ELLs reading proficiency is reviewed monthly by ENL teacher using and findings are shared with classroom teachers during weekly grade meetings. Folders with the observation and results are maintained in the ENL classroom. Sheltered instruction is used to deliver Science, math and social studies content support and vocabulary enhancement. Manipulatives, models, visuals (use of Smart board) are also used daily during ENL teaching time to enhance and support vocabulary and processing in alternating learning styles.

ENL and classroom teachers collect data using running records and teacher made CCLS based assessments monthly and results are shared among each other to ensure ELL students' needs are being made.

All ELL classroom teachers are provided with a hand copy memo that informs them of the ELLs in their class. This memo includes

Years of Service and NYSESLAT proficiency language level. This data is used to differentiate instruction in the classroom and to establish Tier groups taking into account students past academic history.

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

This year we will continue to use translators from the Translation and Interpretation unit for State Assessments. We will use math text books and non-reusable materials (in students' home language when available). We will also continue to use I-Pads for additional individual support in all academic areas. We are currently implementing a school initiative for reading and writing development. "Write Brite" is program used as an additional resource for writing development in all classrooms. This program will also be used in the ENL classroom. This will make available basic writing skills practice that will enhance in the development of language acquisition and scaffolding of classroom literacy activities.

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

Our ENL programs will continue this year. The Ells will receive that same services as last year but with more resources and support. There will be no elimination or cuts of any Bilingual services.

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

Our after school program South East Bronx Neighborhood Center (SEBNC) provides for social and academic support. It facilitates for educational development and acculturation for our ELL population. They service students from kindergarten through 5th grade. This program is staffed with bilingual personnel that allows for effective socialization and language development with support. This program is equiped with bilingual staff from our day time staff. They are familiar with our ELL students and assist them with translation when necessary in the program. The ELLs participating in the after school program are paired with bilingual students in during the after school program.

Our ELLs also participate in the Robotics After School Program. Our bilingual school aide is available to this program in order to provide equal access to technology terminology.

Our ELL students will participate in our Early Morning Program (three times a week beginning in January) for additional Math support as needed and/or by classroom teacher referral (Title I). Our ENL/Bilingual teacher will facilitate these programs as well other bilingual staff available in our school. Math and literacy skills development will be alternated during the three days available for this program. EMS will be facilitated by a bilingual teacher (Spanish) in order to provided support in students' home language.

Our Back to Basic Program (3:00 p.m. - 5:00 p.m.) runs from January 5, 2016 - March 31, 2016 for Literacy and Math Support. Program is facilitated by our Bilingual Tesol State Certified Teacher. Our focus during this time will be Phonemic development, basic reading and math skills, and vocabulary development.

Our Saturday Academy is offered to enhance literacy and math skills for our 3/4/5 graders by our ENL Bilingual Tesol State Certified Teacher. Remedial support and rigorous activites to develop and enhance math and literacy skills will be driven by cooperative learning and small group instruction.

A new supplemental program, High Five, is now available in all the Kindergarten classrooms. It is interactive and provides many visual oppportunities for our incoming ELLs to be able to interpret numeration, classification, geometry and word problems.

Our ENL Saturday Academy is offered to enhance literacy and math skills for our 3/4/5 by ENL teacher (Bilingual and ESOL State Certified).

The EMS, Back to Basic and Saturday Academy is to provided to our ELL population. These groups are heterogenous but ELLs are facilitated in an ELL group only. This provides ELLs with a safe environment in which to develop their language skills.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Ready-Gen and Go Math curriculums are currently being implemented in all K-5 classrooms. Our kindergarten classrooms through our 5th grade classrooms are equipped with interactive Smart-boards. Both programs offer on-line supportive resources. We are

currently implementing a new writing program, Write Brite. This program is writing skills development research based. Lessons are interactive and develop basic writing skills (grammar, spelling, and vocabulary development).

In the ENL classrooms, students play interactive math, science, phonics development for scaffolding, language development and writing development. I-pads are used in ENL classroom for individual development in phonics, vocabulary, math skills, science, and social studies. Interactive games are also available on I-pads for scaffolding, reinforcement and literacy practice. Students also use technology to enhance their content area knowledge through interactive and board games provided in the ENL classroom.

Sadlier Grammar Workshop Common Core Enriched Edition leveled by grade workbooks are used during our daily ENL teaching. We also use the Sadlier Vocabulary Workshop with IWords Audio Program is used in the ENL classroom to enrich our vocabulary development for students in the 3rd, 4th and 5th grade.

Our ENL classroom is also equipped with non-fiction low level High Interest books available for borrowing to our ELL population.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Fiction and non-fiction Spanish books are available in ENL Classroom. Smart-board lessons are used in about 95% of the classrooms where students may access home language information. Our ENL and SETTS classrooms are both equipped with Smart-board permitting scaffolding and continuing support in literacy and content areas. Many of our ELL students are placed in classroom with a bilingual speaking teacher that can support students home language academic needs. Classroom teachers are provided with content area Spanish/English glossaries (math, science and social studies) for each of the ELLs in the 3rd, 4th and 5th grade classes for language support.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our support services, i.e. ENL, Speech, AIS, RTI, after school programs, and supportive services (Title I) are grade differentiated which in turn groups students in an age appropriate manner. Our ELLs experience homogenous group activities throughout in their academic day.

ELL student required services and resources are grouped by age, and grade level. Subgrouping within the group will address cognitive needs and differentiation based on their current academic level.

ELL-SWD's are grouped by their cognitive needs and based on their IEP goals work is differentiated to their individual needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of our school year, families are given a copy of our school informational pamphlet and the Guide for Parents of Limited English Proficient Student in New York State. Administrators will meet and greet families and a quick overlook of the school is offered by Parent Coordinator, ENL teacher, School counselor and/or an Administrator. Activities offered to our newly enrolled ELLs are: early breakfast with their peers, SEBNC (afterschool program), and Robotics (after school program).

19. What language electives are offered to ELLs?

Not applicable

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

During our Super Tuesday afternoon, on a monthly basis, an ENL teacher provides classroom teachers with Staff Development regarding strategies that will assist with ENL strategies. Our focuses are: SIOP, Sheltered Instruction and Scaffolding. The how of scaffolding for deeper understanding and the use learning styles to facilitate language acquisition are areas to be discussed during Super Tuesday Professional Development. Staff development also center on phonics work and the use of internet sites in order to provide all personnel, instruction and/or other services available for language development and enhancement.

The News and Opportunities for Educators of ELLs Division of English Language Learners & Student Support are centers for staff development and technical assistance to all educators. They provide training opportunities that enhance the skills and competencies of all educators who impact the learning of ELL students. Workshop schedules are posted in the main office for use by all staff.

The calendar of our internal P.D. workshops included the following topics for September and October:

- Creating Task Specific and Student Friendly Rubrics
- Conducting effective conferencing (Reading, Writing, Math, Science and Social Studies)
- Questioning and discussion techniques
- Planning for differentiation
- Write Brite

Our PD for current year includes:

- Using assessment in instruction
- Using technology
- Collaborative Unit Planning
- Small Group Sessions
- Standard Workshop Model
- Analyzing student writing
- Digging deeper into questioning and discussion techniques
- UDL Strategies
- Designing Coherent Instruction

We will also offer Staff Development during Election Day topic will be Developing Positive Parent Teacher Conferences, and June 9 topic will be Summer Activities and ways to extend student success in ELA and Math.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered to teachers of ELL in supporting ELLs as they engage in the Common Core Learning Standards during our Super-Tuesday Staff Development afternoon, and during the two days of city wide teacher development days (Nov/June). Topics include: Writing with purpose, reading comprehension strategies, and higher order questions, use of open ended questions in all contents, and literacy strategies that enable and capacitate their L1 knowledge.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Principal, Assistant Principal, bilingual/ESL teacher, paraprofessionals, bilingual teachers, classroom teachers, guidance counselor, special education teachers, psychologists, occupational/physical therapists, speech therapists, speech therapists, secretaries and parent coordinator are informed of ELL training during our mandated Professional Development Dates (Nov/June). During weekly Professional Learning afternoons, best ELL strategies are discussed in grade meetings with ENL teacher. ENL teacher engages in network side workshops in an effort to replicate their best practices and program planning. In house professional development is also provided by Administration and P.S. 140 pedagogues during our Tuesday Professional Development afternoons.

At P.S. 140, we assist our families as their children advance to middle school. Our bilingual guidance counselor with assistance from The Parent Association and Parent Coordinator (bilingual) are in constant outreach to our 5th graders. Flyers are posted in auditorium, front entrance doors and in other community meeting areas and are available in Spanish/English. Information flyers

are sent home via students' back packs. Moving up classes are brought to the middle school for walking tour and are introduced to the principal and teachers of the middle school (I.S. 301). Fifth graders are assisted with the application processes. Guidance counselor works closely with 5th grade teachers and guides our graduates with utmost urgency.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

Professional development for all teachers and administrators specifically address the needs of ELLs. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 focuses on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Sign in records with agenda are maintained by administrators.

Our ENL teacher attends ELL workshops offered by BETAC and our BFSC (Borough Field Support Center).

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

All parents of ELLs are afforded on-going workshops via our Parent Coordinator and selected staff members. These workshops are conducted on a monthly basis. The ESL teacher, along with our full time Parent Coordinator, also conduct monthly workshops for the parent ELL students to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. During parent conference days, ENL teacher, Parent Coordinator, and Guidance Counselor provide Spanish translation as per parents' home language. Translation and Interpretation Unit's phone line assistance is used for other languages. ENL teacher is our Translation and Interpretation contact person. On February 9th as part of the new CR part 154 initiative our ENL teacher, parent coordinator, and administration will provide parents an annual meeting to discuss their child's progress in addition to already existing meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records of annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated are maintained by Administration, ENL teacher (ELL File Cabinet), Parent Coordinator and Parent Association. Classroom teachers and ENL teacher maintain records (copy of) of letters sent home, notes on individual family meeting, and/or log of phone calls made home. We also use the Board of Education family outreach phone system.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

During our Tuesdays' afternoon, ENL teacher schedules informative and individual meetings for parents of our ELLs. Meetings include the discussion of language acquisition, understanding data, homework support resources and literacy skill development in Native Language and English in conjunction with Parent Coordinator. ENL teacher and all classroom teachers work closely with on-site Counseling in Schools program provided by Children's Health Fund. The Counseling in School's program provides group, family and individual sessions with translation services by ENL teacher and/or translation/interpretation unit as needed and referred by teachers, and ENL teacher. ENL teacher is fully bilingual in Spanish and provides translation whenever necessary. The NYC Dept. of Education Office of Translation and Interpretation Unit may also be contacted.

Parents of ELLs are invited to volunteer and assist in an assortment of events such as Hispanic Heritage activities, and other cultural celebration held throughout the year. Flyers of these events are sent home in English/Spanish.

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

Translation and interpretation unit will be contacted 2 weeks prior to schedule translation services when needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

ENL teacher and all classroom teachers work closely with our on-site social worker offered by Health First. Vision and hearing exams are yearly provided to our school community. We offer an array of parental initiatives through collaboration with various Community Based Organizations, Parent Advocacy for Children, and Health Plus for counseling. ELL Parent workshops, offered by ENL teacher, focus on: Interpreting the data (NYSITELL, NYSESLAT, ELA, MATH, Science 4th Grade Exams), assisting my child with their homework, Resources in the Community (Library, Colleges, Health, ESL Adult Classes), Preparing for Report Cards, among other requested topics (parent survey). Our on-site nurse, delivers asthma counseling sessions for students and parents. We also provide monthly doctors' visits held on-site in Nurse's Office Bilingual Guidance Counselor, ENL teacher and Parent Coordinator provide translation to parents' of ELLs whenever necessary.

5. How do you evaluate the needs of the parents?

Our Parent Coordinator and Administration generally conduct a needs survey with parents at the beginning, mid-year, and spring sessions of each academic year. ESL teacher, Parent Coordinator and Bilingual teachers are available for Spanish

translations.

Pursuant to our initial needs survey rendered, our Parent Coordinator and other vested staff members collaborate with parent and prioritize parent needs.

To better gauge the effectiveness of each workshop and/or parent initiatives, participants are given reflections sheets and ample opportunities to discuss next steps. We take this opportunity to also educate parent on our yearly Learning Environment Survey (School Progress).

6. How do your parental involvement activities address the needs of the parents?

There is a Parents' Suggestion Box in the school's main lobby for our parents to put in any suggestion, comments, or concerns. These suggestions, comments and concerns are monitored daily by Parent Coordinators.

Our yearly Parent Survey results are evaluated and discussed in school community teams. ESL teacher and Parent Coordinator are available for translation and discussion during the Parent-Teacher Conference Days.

#### **D. Additional Information**

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

**School Name: The Eagle School**

**School DBN: 08X140**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Cannon	Principal		10/26/15
Kevin Green	Assistant Principal		10/26/15
Nicole Lopez	Parent Coordinator		10/26/15
Evelyn Gallardo	ENL/Bilingual Teacher		10/26/15
Yelena Aldea	Parent		10/26/15
Heriberto Santana	Teacher/Subject Area		10/26/15
Kirk Williams	Teacher/Subject Area		10/26/15
Mrs. Castelli	Coach		10/26/15
Ms. Benjamin	Coach		10/26/15
Valerie Rey	School Counselor		10/26/15
Karen Ames	Superintendent		10/26/15
Jose Ruiz	Borough Field Support Center Staff Member _____		10/26/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **08X140** School Name: **The Eagle School**  
Superintendent: **Karen Ames**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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

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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.

Upon arrival to our building, the HLIS (Home Language Identification Survey) is given to the parents in the home language. At P.S. 140 we have developed a Translation and Interpretation Team in order to communicate with non-English speaking parents in their home language (Spanish, Arabic, French, and Italian, Mandingo and Garifuna). This team is used for translation support to our parents. The team gets the information (surveys, Emergency contacts cards) and translates it either through our in-house language proficient team members or via and the DOE Translation and Interpretation Unit. The ENL teacher will assist parents with the completion of HLIS (Spanish). We use information gather from Part 3 of the HLIS to assess parents' preferred language. If our parents speak another language than English, Spanish or French) the Translation and Interpretation Unit is called for assistance via over the phone translation.

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.

Parents' preferred language for both written and oral communication at this time are: Spanish, French, Arabic, Italian, Garifona, Fulani, Mandingo, and Sioux.

## Part B: Creating a Communications Calendar

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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.)

The document that we typically disseminate every year are: parent-teacher conference announcements, after-school program information and permission slips, announcements for the New York testing dates, letters from administration, newsletters. These notices are distributed with English on one side and the home language on the other. These are provided to our classroom teachers, to distribute to students. Our ENL Bilingual teacher holds parent workshops for the ELL parents regarding an overview of educational planning and academic services available throughout the year. Materials are made available in parents' home language. Notices that cannot be translated in house will be handled on a case by case basis and is generally provided by school staff and parents.

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.

At P.S. 140 we have face-to face meetings with our parents during our Parent-Teacher Conference Days (September 9, November 9, and March 2), every Super Tuesday (2:40 p.m. -3:50p.m.), during assemblies, at the breakfast with our principal, during Movie Night, at Title I Parent Workshops and Parent Association Workshops. Informal interactions such as phone calls to parents are done by attendance teacher, guidance counselor, family worker, school nurse, classroom teachers and ENL teacher are performed during preparation time (preps) on a daily basis. Translation and Interpretation is performed by our in-house bilingual staff (Guidance Counselor, ENL Teacher, Classroom teachers and Parent Coordinator). We will contact the Translation and Interpretation Unit two weeks prior to formal face-to-face meetings as needed. Documents needing translation will be processed to the Translation and Interpretation Unit two weeks prior to dissemination as needed.

## Part C: Providing Language Assistance Services

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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.

Written translation for our parents who speak another home language other than English are provided at the same time other information is disseminated to parents. Notices sent home to parents are distributed

as double-sided hand-outs with English on one side and the home language on the other side. The procedure for translation includes: obtaining the information done by our in-house language specialist and/or parent volunteers and then final editing is done by the translation team. After the final approval, information is copied to the same page as the English page so parents have a preference of language. If we are not able to translated the document in-house the Translation & Interpretation Unit is contacted for translation services and assistance.

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.

Our school will meet identified interpretation needs as indicated in Part B by providing over-the-phone interpreters via the Translation and Interpretation Unit, with on-site Bilingual staff and parents (Parent Association), and if necessary on-site interpreters provided by an outside vendor will used.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

We ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services by providing staff professional development workshops. Our ENL teacher is our Translation and Interpretation Contact (TIC) person and will be the facilitator of this workshop. If our staff has any questions or concerns regarding translation services our TIC will meet with staff in order to provide assistance reaching the Translation and Interpretation Unit. Language Palm Card and ID Guides are available at the front desk and main office. Translation and Interpretation posters are posted in the main lobby.

#### **Part E: Providing Notice of Language Assistance Services**

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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

P.S. 140 will continue to fulfill Section VII of the Chancellor's Regulation A-663 regarding parental notification requirements with the use of the translation team, parent coordinator, ENL teacher, and other bilingual professionals available in our staff. These individuals will ensure that information pertaining to parent engagement in student education is communicated in a timely fashion. The school will continue to provide on-site oral translation services, written translation and workshop/seminar training in parents'

home language. All staff is facilitated of the services provided by Translation and Interpretation Unit during our in-house professional development workshops.

### **Part F: Monitoring and Quality Control**

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

The mechanisms our school is using to gather feedback from parent on the quality and availability of services are parent survey and our parent suggestion box available in the school lobby. This suggestion box is monitored by our Parent Association and discussed with Administration during monthly PA meetings. Home language preference findings are reported to the community at a Parent Teacher meeting held at the beginning of the academic year and during our ELL Parent Orientation meeting. Other concerns and finding are shared with the Leadership Team and monthly Parent Association meetings. A schedule of available services is posted in our main lobby and near the main office.