2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 08X140
School Name: P.S. X140 THE EAGLE SCHOOL
Principal: PAUL CANNON
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
School Information

School Name: The Eagle School
School Number (DBN): 08X140
BEDS Code: 320800010140
Grades Served: PK-5
School Address: 916 Eagle Ave
Phone Number: 718 585-1205
Fax: 7182921349
School Contact Person: Paul Cannon
Email Address: pcannon@schools.nyc.gov
Principal: Paul Cannon
UFT Chapter Leader: Andrea Frederick-Marsh
Parents’ Association President: Samuel S. Hollins Sr.
SLT Chairperson: ViolaFrancis
Title I Parent Representative (or Parent Advisory Council Chairperson): TyreeceJoyner
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 08 Superintendent: ErikaTobia
1230 Zerega Avenue, Room 6-10, Bronx, New York 10462
Superintendent’s Office Address: etobia@schools.nyc.gov
Superintendent’s Email Address: 718-828-6653 718-828-6239
Phone Number: Fax:

Field Support Center (FSC)

FSC: Bronx-District 8 Executive Director: Louise Adelokiki-Dente
Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, New York 10462
Executive Director’s Email Address: lAdelok@schools.nyc.gov
Phone Number: 718 828-7772
Fax: 718 828-2760
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Cannon</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Andrea Frederick-Marsh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samuel S. HollinsSr.</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tyreece Joyner</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Philemon Kwakye</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Saniyah Singer</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Viola Francis</td>
<td>Member/ SLT Chairperson</td>
<td></td>
</tr>
<tr>
<td>Adrienne Jackson</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Rebecca Rodriguez</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Maritza Rios</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Lanore Gonzales</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Norma Miner</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tyreece Joyner</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tessa Francis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>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.</td>
<td>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.</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

#### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE P.S. 140X SCHOOL COMMUNITY WILL WORK COLLABORATIVELY TO INCREASE STUDENT ACHIEVEMENT THROUGH PURPOSEFUL AND EFFECTIVE TEACHING THAT MEETS, MODELS AND MOTIVATES “ALL” STUDENTS</td>
</tr>
</tbody>
</table>

2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 through our partnership with our Parent Association. We also partnered with Fordham University to create and maintain our Old School Museum, which fosters a sense of pride in the community. Our 5th grade students have 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 a sense of community and mentorship.

3. Describe any special student populations and what their specific needs are.

Students with Disabilities:

- Speech and Language
- Learning Disability
- Emotional Disturbance
- Other Health Impairment
- Inadequate progress on state and local assessments

ELLs:

- Limited English Proficiency
- Lack of English at home
- Culture shock
- Immigration concerns
- Lack of Proficiency in Native Language
- Inadequate progress on NYSESLAT

Students in Temporary Housing

- Unstable living conditions: including shelter placement, travel time, and doubling up.

At-Risk Students: Based on the EDAT report, the at-risk factors are:

- Poor attendance,
- Retention,
-and lack of academic gains in the classroom and on assessments (local and state).

4. Identify 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 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.
### School Demographics and Accountability Snapshot for 08X140

#### School Configuration (2018-19)
- Grade Configuration: PK,0K,01,02,03,04, 05
- Total Enrollment (2017-18): 638
- SIG Recipient (Y/N): No
- English Language Learner Programs (2018-19): N/A
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 68
- # SETSS (ELA): 35
- # Integrated Collaborative Teaching (ELA): 34
- # Special Classes (Math): 32
- # Integrated Collaborative Teaching (Math): 34

#### # Visual Arts: 33
- # Music: 33
- # Drama: 33
- # Dance: 33
- # CTE: N/A

#### School Composition (2017-18)
- % Title I Population: 90.0%
- % Attendance Rate: 88.9%
- % Free Lunch: 89.8%
- % Reduced Lunch: 0.6%
- % Limited English Proficient: 10.8%
- % Students with Disabilities: 21.6%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.6%
- % Black or African American: 35.6%
- % Hispanic or Latino: 61.4%
- % Asian or Native Hawaiian/Pacific Islander: 0.3%
- % White: 1.6%
- % Multi-Racial: 1.1%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 15.1
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 6%

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 26.3%
- Mathematics Performance at levels 3 & 4: 26.8%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): 84%
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2017-18)
- ELA Performance at levels 3 & 4: 26.3%
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 4 Year Graduation Rate: N/A
- 6 Year Graduation Rate (2011 Cohort): N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### Overall NYSED Accountability Status (2018-19)
- No

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
<td>NO</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>Category</th>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>Black or African American</td>
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<td>NO</td>
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</tbody>
</table>

**Notes:**
- Adequate Yearly Progress (AYP) is a federal requirement that measures the academic performance of schools.
- The table above summarizes various demographic and performance metrics for the school, including enrollment, test scores, and student performance in different subject areas.
- Students with Disabilities and Economically Disadvantaged categories are also detailed, highlighting the school's efforts to support diverse student populations.

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2018-19 CEP
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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2017-2018 Quality Review Report, our strengths are:

Collaborative Teachers: Teachers are engaged in inquiry-based work supporting school-wide instructional focus on student discussion, text based evidence, and feedback that drives instruction. These professional collaborations are supported by distributive leadership structures that allow for teacher leadership.

Curriculum Alignment: School leaders have developed curricula that is aligned to their instructional philosophy, the Common Core learning Standards, and the instructional shifts. Curricula and tasks emphasize rigorous habits.

According to the 2017-2018 School Quality Snapshot, our strengths are:

Parent Satisfaction: 90% of parents say that PS 140 has positive school family community ties through teacher parent outreach. 95% of parents say that they trust their child’s teachers.

According to the 2017-2018 Quality Review Report, our priority needs are:

Pedagogy: Across classrooms, teaching strategies, including questioning and scaffolds, inconsistently provide multiple entry points into curricula with limited student discussion and completion of student work products. Teachers collaborate to differentiate instruction based on targeted groupings of students in reading.

Assessments: Across classrooms, formative assessments are inconsistently used to track reading progress. Teachers collaborate to align their systems and best practices for guided reading, individual reading conferencing and math problem solving.

According to the 2018 NYS testing data:

ELA Scores on State Exam overall proficiency increased from 22% in 2017 to 31% in 2018.

Math Scores on State exam overall proficiency increased from 13% in 2017 to 27% in 2018.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 5% increase of students scoring at Levels 3&4 on the NYS ELA tests and a 5% decrease in level 1s in ELA School Wide as a result of weekly targeting and monitoring of individual students in each grade that compose these 5% benchmarks. By June 2019, there will be a 5% increase of students scoring at Levels 3&4 on the NYS math and a 5% decrease in Level 1s school wide as a result of weekly targeting and monitoring of individual students in each grade that compose these 5% benchmarks.
## Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Universal Literacy Coach; Teachers</td>
</tr>
<tr>
<td>Students with Disabilities and ELLs</td>
<td>November 2018-May 2019</td>
<td>Teachers, Special Education Staff, ENL Staff, BFSC</td>
</tr>
<tr>
<td>3-5 and At-Risk</td>
<td>November 2018-May 2019</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

### The Universal Literacy Coach will provide teachers with K-2 workshops as well as individual teacher support via push-in coaching, demo lessons, hands-on learning opportunities, and assessment techniques through Benchmark Reading & Benchmark Writing. This will help to provide our K-2 student population with the necessary foundations of ELA.

### This population is receiving supplemental support through push-in and pull-out instruction focusing on their individual needs and foundational skills in ELA and math. The programs used are Great Leaps, Wilson Fundations, Wilson Reading Program, Language Power (ELLS), NTN Mathematics, and Engage NY.

### This population is receiving support through our After School Academy and Saturday Academy.

### 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.

## 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent engagement workshops will be provided to parents on a monthly basis from Sept. 2018-June 2019 around support in the areas of mental health, literacy and math skills, using iready at home, English-language learning, homework help, learning games and GED preparation.

The key personnel will be Administrators, Coaches, Parent Association, Parent Coordinator, and Teachers.

## Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
**Professional development sessions, per session, materials/supplies, workshops**

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By January 2019, all teacher teams will have clear next steps for targeted level 1 students on each grade level to move to level 2, and clear next steps for for level 2 students reaching proficiency (level 3 and 4). Teachers will use Reading Unit assessment data, running records and iReady midpoint data to refine instructional practices to address learning gaps.

By January 2019, RTI team will evaluate growth of targeted Tier 1,2 and 3 interventions and determine next steps for grouping, strategies and staff-student AIS partnerships. AIS teachers will use running record data and midpoint iReady data to determine AIS progress and modify RTI plan.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The assessment data collected for each grade level is as follows:

Kindergarten- MoSL, reading levels,

Grade 1- Benchmark writing post assessment, Benchmark reading unit assessments, Envisions Math Topic assessments, iReady diagnostic, midpoint and endline data, running records,

Grade 2- Benchmark writing post assessment, Benchmark reading unit assessments, Envisions Math topic assessments, iReady diagnostic, midpoint and endline data, running records,

Grade 3- Benchmark writing post assessment, Benchmark reading unit assessments, NTN Math Module assessments, iReady diagnostic, midpoint and endline data, running records

Grade 4- Benchmark writing post assessment, Benchmark reading unit assessments, NTN Math module assessments, iReady diagnostic, midpoint and endline data, running records

Grade 5- Benchmark writing post assessment, Benchmark reading unit assessments, NTN math module assessments, iReady diagnostic, mipoint and endline assessments, running records

**Part 5c.** In **February 2019**, 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

According to the 2017-2018 Learning Environment Survey our school’s strengths are:

- Positive Learning Environment: The school has created strong supports and structures both at the school and with the community, by providing services and experiences to support both students and parents. Students feel that they are known well by the adults in their school.

- High Expectations: School leaders use varied means to consistently communicate high expectations for professionalism and instruction based on the Danielson Framework for Teaching to their entire staff. School leaders communicate expectations connected to a path to college and career readiness to families.

According to the 2016-2017 Quality Snapshot, our school’s priority needs are:

- 67% of teachers say that they would recommend their school to parents seeking a place for their child (City: 85%).

- Students Chronically Absent: 43% (City: 21%).

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, using RCUA, the school-wide chronically absent attendance percentage will decrease by 5% from 43% to 38% as a result of coordination with Attendance Team around school incentives, communication and monitoring, weekly attendance incentives for individuals and classes, focused Tuesday parent outreach on chronically absent and late students and increased support from the Parent Coordinator around attendance tracking and outreach.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronically Absent and At-Risk (Pre-K - 5)</td>
<td>Sept. 2018-June 2019.</td>
<td>Teachers, Parent Coordinator, Pupil Accounting Secretary, Attendance Teacher, Administration</td>
</tr>
<tr>
<td>Chronically Absent and At-Risk (Pre-K - 5)</td>
<td>Sept. 2018-June 2019.</td>
<td>Attendance Teacher, Teacher, Pupil Accounting Secretary, Administration</td>
</tr>
<tr>
<td>Chronically Absent and At-Risk (Pre-K-5)</td>
<td>Sept. 2018-June 2018.</td>
<td>Teachers, Pupil Accounting Secretary</td>
</tr>
<tr>
<td>Chronically Absent and At-Risk (Pre-K-5)</td>
<td>Sept. 2018-June 2019.</td>
<td>Teachers, Administration</td>
</tr>
</tbody>
</table>

The school will use School Messenger as an attendance tracker to improve PK-5th student attendance by sharing real-time information among families, and the school. School Messenger will also be to send out daily phone blasts to parents indicating that their child was absent/late that day.

The attendance teacher will track and monitor attendance on a regular basis and provide feedback and data to the teachers, pupil accounting secretary, and administrative teams & identify at-risk students, make phone calls, and conduct home visits.

100% attendance will be announced over the PA system, by selected students, on a daily basis to encourage students to come to school on a daily basis.

Once a month, the class that receives 100% attendance the most will be given a class celebration.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Three times a year, Parents are invited to do a "School Environmental Walk" to witness their children in a supportive, educational environment.

Workshops will be held quarterly to discuss the parents' role in the supportive environment of the school.

Sunday men’s group to include male role models and promote parent education.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
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<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

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 2019, P.S. 140 school-wide attendance will increase by 2.4% from 88.6% to 91%.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

monthly attendance reports

Part 5c. In February 2019, 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

According to the 2017-2018 School Quality Snapshot

86% of teacher teams voted positively about their collaboration with peers. PS 140 scored above the citywide average on quality of professional development and school commitment.

According to the 2017-2018 School Quality Snapshot, our strengths are:

-92% of parents felt positively about teacher outreach, and 86% of parents felt positive about their involvement in their child's school experience.

According to the 2016-2017 Quality Review Report, our priority needs are:

-Assessments: Across classrooms, rubrics and checks for understanding are inconsistently used, and the school is developing in its use of common assessments across grades and subjects.

- Developing teacher team use of assessment data to inform and adjust instructional practices

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of teachers teams will examine class and grade wide data using common formative and summative reading assessments from Benchmark Reading during weekly common planning meetings, and all teacher teams will adjust strategic interventions according to school RTI plan based on assessment data.
By June 2019, 100% of teachers will examine class and grade data using common NTN and Envisions assessments during weekly common planning meetings, and all teacher teams will adjust strategic interventions according to school RTI plan based on assessment data.

By January 2019, 100% of teachers will participate in 2 of 4 Data Expos to examine and address midpoint trends in assessment data as grade teams.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Teachers, ULIT Coach, and Math Coach, NTN (3-5)</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Sept. 2018-June 2019</td>
<td>SIT, Related Services Providers, Teachers, IEP Teacher, District Office Support</td>
</tr>
<tr>
<td>ELLs</td>
<td>Sept. 2018-June 2019</td>
<td>ENL Instructors, Teachers, BSFC</td>
</tr>
<tr>
<td>At-Risk</td>
<td>Sept. 2018-June 2019</td>
<td>Related Service Providers, Teachers</td>
</tr>
</tbody>
</table>

Teachers will receive data analysis workshops during weekly common prep periods in order to review and analyze the assessments and data trends.

Students with Disabilities' assessments will coordinate with their annual goals per their IEP. The School Implementation Team, Special Education Teachers, Related Service Providers, and Teachers will review IEPs to ensure that assessments and annual goals are aligned.

ENL Instructors collaborate with Classroom Teachers to align pull-out and push-in instruction with classroom instruction.

Related Service Providers collaborate with Classroom Teachers to align pull-out and push-in instruction with classroom instruction.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school hosts "Super Tuesdays" every Tuesday from 2:50-3:20 to engage parents and teachers in collaborative communication.

Parent Coordinate plans monthly parent workshops

Parents collaborate with Teachers via Class Dojo, monthly class news

Part 4 – Budget and Resource Alignment

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>X</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

Every three months through the 2018-2019 school year, ELA and Math data will be collected to ensure assessments are aligned and analyzed. A data session will occur once a week to analyze data.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- School-wide Writing Data Collection (Excel spreadsheet), School-wide Running Records Tracking Document (Excel spreadsheet), School-wide Math Data Collection (Excel spreadsheet)

**Part 5c.** In February 2019, 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.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Data Trends, Source and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the 2016-2017 Quality Review Report, our strengths are:

- High Expectations: School leaders use varied means to consistently communicate high expectations for professionalism and instruction based on the Danielson Framework for teaching to their entire staff. School leaders provide families with ongoing feedback regarding student progress towards career and college readiness.

- Positive Learning Environment: The school has created strong supports and structures both at the school and with the community, by providing services and experiences to support both students and parents. Students feel that they are known well by the adults in their school.

According to the 2016-2017 Quality Review Report, our priority needs are:

- Pedagogy: Across classrooms, teaching strategies, including questioning and scaffolds, inconsistently provide multiple entry points into curricula with limited student discussion and completion of student work products.

According to the 2016-2017 School Quality Snapshot, our priority needs are:

- Effective school Leadership--Score of Fair
- Supportive Environment--Score of Fair
- Trust--Score of Fair

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will collaborate with stakeholders to develop a shared vision and mission, as evidenced by regular communication that links all school decision making to carrying this mission, vision, instructional program and all policies.

By June 2019, school leaders will collaborate with stakeholders to develop a culture of trust, improvement, and professional learning for all staff, as evidenced by staff participation in professional development, and feedback from school survey.

By June 2019, school leaders will collaborate with stakeholders to align instructional programs to advance student critical thinking and academic rigor, while supporting teachers in meeting high expectations for instruction.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
<tr>
<td>Target Group(s)</td>
</tr>
<tr>
<td>Who will be targeted?</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>Staff</td>
</tr>
</tbody>
</table>

Based on the June 2018 Staff Needs Assessment Survey, the SDC is planning monthly professional development opportunities for k-5 Teachers on NTN Math, Envision Math, Reading & Writing Benchmark, Guided Reading and Strategies to Support SWDs & ENLs.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

From September 2018-June 2019, our School hosts Monthly PA Meetings, three Title I workshops in November, February, and May, and monthly SLT Meetings.

Part 4 – Budget and Resource Alignment

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

professional development consultants, materials/supplies

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### 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 2019, 90% of staff will have completed the beginning of the year survey and mid-year survey. Based on this data, progress will be assessed.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

In-house teacher surveys

**Part 5c.** In **February 2019**, 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.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2016-2017 School Quality Snapshot, our strengths are:

- 87% of parents say that this school offers a wide enough variety of courses, extracurricular activities, and services to keep their child interested in school (City: 89%).
- 95% of parents say that they are satisfied with the education their child received this year (City 95%).

According to the NYC Schools Survey Response, our priority needs are:

- Only 32% (153) of Parents filled out the NYC School Environment Survey

Based on the PS 140 Parent Sign-in Sheet, our priority needs are:

- Less than 2% parent turnout for weekly Super Tuesday Parent Engagement and Parent Teacher Conferences

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 50% of parents will show partnership and support for PS 140 as a result of attendance at 1 school event, including Parent Teacher Conferences, PA and SLT meetings, 5th grade articulation night, Learning Environment Walks, or Parent Coordinator Workshops.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |
<table>
<thead>
<tr>
<th></th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Parent Association and Parent Coordinator will host a workshop teaching parents about the NYC School Survey.</td>
<td>Parents</td>
<td>February 2019</td>
<td>Parent Association and Parent Coordinator</td>
</tr>
<tr>
<td>In addition to teachers meeting with parents individually, workshops will be provided to parents based on needs survey to increase parent participation.</td>
<td>Parents</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Association, Parent Coordinator, Teachers, Administration</td>
</tr>
<tr>
<td>Parents will be invited during Title III Saturday Tutoring to increase parent engagement understanding of their child's education.</td>
<td>Parents of ELLs</td>
<td>Nov. 2018-April 2019</td>
<td>ENL Instructors</td>
</tr>
<tr>
<td>Parents of Students with Disabilities will be invited to attend a workshop on understanding the special education process.</td>
<td>Students with Disabilities</td>
<td>Sept. 2018-June 2019</td>
<td>IEP Teacher, Special Education Teachers, Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

From September 2018-June 2019, the CBOs that support family and community engagement are: South East Bronx Neighborhood Center, Renaissance Band, Old Timers Association, Sunday Father and Son Basketball, Yale RULER Initiative, Fordham BAAHP, New York Historical Society, Boricua College Internship Program, Save Our Streets neighborhood partnership, City Harvest's (Wellness In The School), Ballet Tech, and Team First.

### Part 4 – Budget and Resource Alignment

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

- Workshops, computers/iPads, Chromebooks, tutoring

#### Part 4b
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
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<tbody>
<tr>
<td><strong>C4E</strong></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**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 2019, parental participation will be increased by 30% based on attendance data.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance records from parent conferences, Super Tuesdays and parent workshops.

**Part 5c.** In February 2019, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>3-5 holdovers Tier 3 students identified by SIT team in collaboration with classroom teachers.</td>
<td>Interactive, repeated readings/writings, I-Ready, Great Leaps</td>
<td>Small groups</td>
<td>After School, During School Day, and Saturdays</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3-5 holdovers Tier 3 students identified by SIT team in collaboration with classroom teachers.</td>
<td>Interactive, I-Ready, Mathletics, GO Math supplemental instruction, Great Leaps</td>
<td>Small groups</td>
<td>After School, During School Day, and Saturdays</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3-5 holdovers Tier 3 students identified by SIT team in collaboration with classroom teachers.</td>
<td>Repeated readings/writings via literacy</td>
<td>Small groups</td>
<td>Before School, During School Day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3-5 holdovers Tier 3 students identified by SIT team in collaboration with classroom teachers.</td>
<td>Repeated readings/writings via literacy</td>
<td>Small groups</td>
<td>During School Day</td>
</tr>
<tr>
<td><strong>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></strong></td>
<td>Student IEP and teacher recommendations.</td>
<td>Interactive play therapy includes drawing, games, handouts, role play etc., RULER language</td>
<td>Small groups, 1:1</td>
<td>During the School Day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
</tbody>
</table>
| 2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. | }
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, ENL, 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, District, 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, UDL, Benchmark Reading & Writing, Teacher’s College running records, i-Ready, NTN Mathematics, Advance (Teacher Evaluation) ENL/Classroom Teacher support and conferencing, Charlotte Danielson Framework, and Portfolio Assessment.

2b. High Quality and Ongoing Professional Development

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

Our Professional Development Action Plan includes Summer Institute Academy, weekly PD sessions, NTN and Envision math training, Benchmark Reading & Writing workshops, and collaborative grade activities designed to meet the needs of the teachers and paraprofessionals with close analysis of student data (unit assessments, NYC and NYS assessment results, i-Ready 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.

Title 1 Resources will support our RTI plan in meeting needs for our Level 1 students reading level 2, level 2 students reaching level 3, and advancing growth for our ELL and SWD.
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).

We will

Part 4: SWP Schools Only

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

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

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

Making Pre-K count (interactive computer based math program), 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 programs) 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. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>503,212.00</td>
<td>X]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program resources: Benchmark, Wilson Fundations, NTN. Professional Development trainings: Benchmark, NTN</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>158,493.00</td>
<td>X]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program resources: Benchmark, Wilson Fundations, NTN. Professional Development trainings: Benchmark, NTN</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>2,425</td>
<td>X]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>After-school tutoring per-session and materials</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>11,200.00</td>
<td>X]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>After-school tutoring per-session and materials</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,303,657.00</td>
<td>X]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>After-school tutoring per-session and materials</td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2018-19 CEP
conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- Title I, Part A – Schoolwide Programs: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- Title I Priority and Focus School Improvement Funding: Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- 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: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
**Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)**
*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>P.S. 140X</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P.S. 140X</strong> 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:</td>
</tr>
</tbody>
</table>

- 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; |
● and 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.

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**Parental Involvement and School Quality**

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
● 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;

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**Encouraging School-Level Parental Involvement**

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 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.

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**School-Parent Compact (SPC)**

P.S. 140X, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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**I. School Responsibilities: High Quality Curriculum**
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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;
- and planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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; f

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This school is (check one):
- ✗ conceptually consolidated (skip part E below)
- ☐ 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):
- [ ] Before school
- [ ] After school
- ✗ Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [X] 3
- [X] 4
- [X] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
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 After School Program will focus on building phonics and literacy skills for Entering, Emerging, and Transitioning students who need support with early literacy skills. These students are chosen based on their below-level reading scores based on the Teacher's College Reading Running Record given by their classroom teachers. The program will run three days a week (Wednesday, Thursday, Friday) starting in January and running through April. Students will meet for two hours, three times per week, beginning at 3:00PM and ending at 5:00 PM. Funding for direction instruction will come from Title III. If additional funds are needed, it will come from the school's Title I money. 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 20-30 students. Ms. Green, Ms. Opara, and Ms. Guerrero, the ENL Teachers with certifications in TESOL, will use data acquired from NYSELAT / NYSITELL scores, ELA exams, ELL assessments, class assessments, classroom teachers’ observations, and conferencing notes, to form the basis for these groups and regrouping. Each ENL teacher will have their own group. Ms. Guerrero, who speaks Spanish, will work with the students who are still Spanish-dominant and limited-English. The ESL Teachers will work on literacy and language development during the program. All lessons will be differentiated to ensure that student's individual needs are met. Teachers will use programs such as Learning A-Z, i-Ready, Wilson Fundations, and Benchmark Reading, at no cost to Title III, for phonemic development and language acquisition. Teachers will use the Wilson Fundations program to teach letters and sounds, at no cost to Title III. These materials are not different from those used for daily instruction. If students are ready for Guided Reading, Reading A-Z books and lessons will be used for instruction, at no cost to Title III.

Our Saturday program will meet for a total of ten sessions and will also begin in January. These sessions will be held from 9:00AM-12:00PM. These sessions will be for 10-15 3rd-5th graders, Transitioning-Expanding, in order to prepare them for the ELA state exam as well as the NYSESLAT. Reinforcement of reading and comprehension will be the main focus. We will use NYSESLAT practice books, at a cost to Title III funds. The ESL Teachers will also target Long-Term ELLs (approximately 5 students), as per the EDAT report, 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 the 2018 NYSESLAT results and classroom assessments. ESL Teachers 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.

Attendance, student work, and any assessments will be recorded by the ESL teachers and kept in a binder/bin. Parents will be notified of the program via a letter that will be sent in their preferred language.
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: ____

Professional Development about ELL education is provided by Ms. Green, Ms. Opara, and Ms. Guerrero, the ESL Teachers, as well as ENL staff from the Bronx Field Support Center. PD will be offered twice a semester on Professional Development Mondays for 70 minutes, at no cost to the Title III funds. Topics include Reading Strategies, Writing Strategies, Scaffolding, and improving Academic Language. To ensure that the professional development sessions meet the needs of the teachers, the ESL Teachers are available to all teachers and is in constant contact through common grade meetings. On August 29, 30, 31 and September 1, our teachers will receive extensive Professional Development on the Principles of UDL and the use of Thinking Maps in order to assist with critical thinking. During the month of October our Professional Learning Team began a series of workshops in order to establish structured and organized literacy stations appropriate for each grade level and supportive to our ELL population. Topics included, identifying types of stations, planning and aligning literacy station for each unit of study, preparing and implementing activities for our literacy stations, utilizing management techniques that enhance learning outcomes and identification of structure for the readers workshops. These will provide an organizational system for our guided reading groups. For the month of November our Assistant Principals as well as other staff (turn keying) will continue our Balanced Literacy Center workshops and we will also facilitate workshops on "Creating Measurable Outcomes". These workshops will be held during Professional Development Mondays each week for 70 minutes duration. These will assist teachers in creating measurable and usable assessments that facilitate teacher's knowledge on their students' learning and needs.

Every other month, Kristy De las Cruz, Deputy Director for ELLs from the Bronx Borough Field Support Center and Tomasz Grabski, ELL Service Coordinator for District 8, will host a PD on a Monday for 70 minutes on supporting ELLs in the classroom, at no cost to the Title III program. Topics will include scaffolding, academic language, reading and math strategies, and NYSESLAT prep.

Our ESL Teachers attend monthly ELL Liaison workshops offered by the DOE, UFT, RBERN, and/or DELLSS, at no cost to the Title III Program. They inform the classroom teachers of these opportunities, as well as turnkey the information.

Ms. Bins, the payroll secretary, will keep records of attendance and agendas for all PDs.
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 translation services as necessary by Parent Coordinator in Spanish, the DOE Translation Unit, and other bilingual school staff. 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. These calendars provide information on school wide events, holidays and workshops offered. Bilingual fliers 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.

Tuesdays from 2:40-3:15, families of ELLs are invited to meet with Ms. Green, Ms. Opara, and Ms. Guerrero to discuss their child’s progress and areas of concern. Translators via the Parent Coordinator (in Spanish), the Translation Unit, and Ms. Guerrero are used in order to set up the meetings and translate during the meetings. Other topics include how 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. Attendance is maintained in a binder.

In addition, starting in October, 2018, we will offer ESL classes for Parents who want to learn English, regardless if their child is an ESL student. These classes will take place twice a month, during our Super Tuesday Family Engagement time. We will send out flyers in English and Spanish to advertise these sessions. Light refreshments will be a cost to Title III funds. Parents will learn common English phrases/questions that will help them navigate the area/school environment. The ESL teachers will use resources they already use for the ESL program, at no cost to Title III funds.

Parents are also invited to participate in and/or attend any school event and/or Parent workshop offered by the Parent Association. Events for this year include Hispanic Heritage Parade, Black History Performance, Authentic Asian Cooking Classes, School Environment Walk, and end of year celebrations.
### Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Per session</td>
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<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
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<td>NA</td>
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<tr>
<td>Travel</td>
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<td>NA</td>
</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Bronx</td>
<td>140</td>
</tr>
</tbody>
</table>

| School Name | The Eagle School |

#### B. Language Allocation Policy Team Composition

- **Principal**: Paul Cannon
- **Assistant Principal**: Kevin Green
- **Coach**: N/A
- **ENL (English as a New Language)/Bilingual Teacher**: Lily Green; Ijeoma Opara
- **School Counselor**: N/A
- **Teacher/Subject Area**: N/A
- **Parent**: Yelena Aldea
- **Parent Coordinator**: Nicole Lopez
- **Related-Service Provider**: N/A
- **Field Support Center Staff Member**: N/A
- **Superintendent**: N/A
- **Other (Name and Title)**: Deyanira Guerrero, Per Diem EN

#### 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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>2</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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)</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
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</tbody>
</table>

#### D. Student Demographics

| Total number of students in school (excluding pre-K) | 674 | Total number of ELLs | 97 | ELLs as share of total student population (%) | 14.39% |

2018-19 CEP
A. ELL Programs

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

- Transitional bilingual education program (TBE) 
  Yes [X] No [ ]
  If yes, indicate language(s):

- Dual language program (DL) 
  Yes [X] No [ ]
  If yes, indicate language(s):

- Freestanding ENL 
  Yes [X] No [ ]

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>12</th>
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<tbody>
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<td>TBE</td>
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<td>TBE</td>
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<tr>
<td>DL</td>
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</tbody>
</table>

Part II: ELL Demographics

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The DRA and Rigby English Language Learner (ELL) Reading Assessment Kit are used by our ESOL Certified teachers, Ms. Green and Ms. Opara, as well as our per diem ENL teacher, Ms. Guerrero. The results are used to provide insight of reading comprehension strengths and weaknesses in L2 literacy growth, as well as to monitor students' linguistic and phonemic progress ELL students that are at a pre-primer reading level are assessed by ENL teachers using an alphabet assessment that measures their knowledge of letters and sounds, uppercase and lowercase. 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 all ENL students. These assessments are administered at the beginning, middle, and end of year to show student growth. All data is kept in a binder.
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 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. If no movement is noticed, then student will be referred for additional services (AIS, RTI and/or SETSS). ELL students that exhibit phonemic difficulty receive additional I-pad usage time where they are able to individually practice the areas of difficulty (using Starfall or TEACH Me) 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 3 times a year, Tuesdays from 2:50 pm.-3:10 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 teachers and classroom teachers meet during our Monday Professional Development sessions (2:50-4:00) and grade-level meetings in order to strategize and assist students’ academic growth.

Classroom teachers, ENL teachers, School Nurse, Service Providers, and Guidance counselors also discuss health matters/behavior 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 structures do you have in place to support this effort?**
ENL teachers and classroom teachers are able to share data and notes on the students during weekly grade-level meetings, preps, and Monday Professional Development sessions (2:50-4:00).

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
ENL teachers primarily focus on the NYSESLAT scores from the previous year to inform instruction, grouping, and
differentiation. Gains/losses in all four modalities (listening, speaking, reading and writing) acquired from the NYSESLAT will be used to provide literacy support during after school programs and Saturday Academy which start in late December. Academic concerns for ELLs are presented at SIT (School Intervention Team) meetings by the ENL teachers, related service providers, classroom teachers, School Base Support Team, and results from our AYP (how the ELLs compare to City wide scores).

ENL teachers also use the school's NYC Performance Task baseline/benchmark assessments from the previous year to analyze the students' growth.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   The School Implementation Team (SIT) meets on a bi-weekly basis to discuss students who need referring for services. The ENL Coordinator will use data such as NYSESLAT, ELA, and baseline/performance task scores in order to refer students who are not making the necessary gains. At-risk services such as RTI, SETSS, or Speech will be considered for the student (s).

   If the student (s) need more classroom interventions, the ENL Teachers and classroom teachers will meet during Tuesday PD time (3:10-3:50) or during weekly grade-level meetings in order to discuss the needs of the student (s), co-plan integrated ENL instruction, and align stand alone ENL instruction to classroom activity.

5. How does your school use 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 teachers use the previous year's 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/DRA 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 Language Proficiency Team uses baseline assessment results, attendance, prior academic achievements (state ELA and Math tests), ELL academic needs, teacher recommendations, and the NYSESLAT results for referrals for RTI services. RTI teachers use 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-level 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 skills 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 teachers during inter-visitations, grade-level meetings, meetings during preps, and during Monday afternoon Staff Development (2:40-4:00 pm) in order to provide high-quality opportunities to learn.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
The ENL program is structured based on the results from the previous school year’s NYSESLAT scores. ENL Teachers frequently refer to the RLAT on ATS which indicates who the current (and commanding) ELLs are, their NYSESLAT level, and which classes they are in. ENL Teachers also review the ELA scores in case students score a 3 on the ELA and an Expanding on the NYSESLAT, which makes them a Commanding student. We use the new CR Part 154 guidelines to schedule the ELLs their minutes based on their proficiency levels. The two ENL Teachers and the per diem ENL Teacher all instruct in the stand alone and integrated model. For students who receive stand alone minutes, they are grouped based on their reading level, which the ENL teachers obtain either from the previous year’s End of Year assessment or the current year’s Beginning of Year assessment.

For incoming students from a non-doe school or from another country, the ENL teachers administer the Home Language Identification Survey and the Student Interview survey to determine whether the student could be an ELL. If they are, they are administered the NYSITELL and Spanish Lab where necessary. ENL Teachers also use those scores to inform groupings. In the 2016-2017 year, we administered the NYSITELL to 17 students (4 Kindergarten, 4 First grade, 1 Second grade, 4 Third grade, 2 Fourth Grade, 2 Fifth grade).

Students who are still at the Entering and Emerging levels (6 Kindergarten, 9 First graders, 14 Second graders, 9 Third graders, 4 Fourth graders, and 5 Fifth graders) receive heavy support in phonemic awareness, phonics, and basic reading skills.

Depending on the needs of the students and their DRA scores, previous years' assessments, etc students at the Transitioning level (5 Second graders, 4 Third graders, 4 Fourth graders, and 5 Fifth graders) either work on reading (fluency, decoding, etc), reading skills, reading comprehension, or more advanced material such as academic vocabulary and higher order thinking.

For SIFE students, they 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. SIFE students are identified during the initial Home Language Interview surveys with the parents and students to determine whether the student has had limited, interrupted schooling.

Students who do not make progress on the NYSESLAT from year to year and continue to remain at the Entering or Emerging levels will be closely monitored and if necessary, will be referred to the SIT (School Implementation Team).

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In order to plan a stand alone and integrated program, ENL teachers must be privy to the latest Prep schedule produced by the Assistant Principal, so that they can provide integrated instruction during ELA and do not provide stand alone minutes during mandated preps such as gym and science.

Second, ENL teachers collaborate with the classroom teachers during preps and grade-level meetings to discuss the optimal times during a teacher's schedule to provide integrated and stand alone minutes.

At the beginning of each year, the ENL teachers attend each grade-level meeting to disseminate information such as the RLAT, any new changes to the ENL program, and information about the students in their classroom (anecdotes, scores, etc).

The ENL Coordinator works very closely with the Pupil Accounting Secretary and the main office secretaries in order to make sure all new incoming students/parents are interviewed and that an RLAT is printed in order to see if any transfer students are ELLs.
**Part IV: ELL Programming**

### 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 Freestanding ENL which includes integrated and stand alone ENL, provided by 2 ENL Teachers and 1 per diem ENL teacher.

   For the 2017-2018, the ENL Coordinator, Pupil Accounting Secretary, and Assistant Principal are working very closely to ensure that the ELLs are clustered appropriately into as few classes as necessary so that the ELLs will receive all their allotted integrated and/or stand alone minutes based on the 2016 NYSESLAT scores and CR Part 154. Students are clustered into classes homogeneously and/or by what is designated on their IEP (such as 12:1:1, 12:1, or ICT). This is done purposely in order to make programming and scheduling easier to meet compliance.

   ENL and classroom teachers work closely together when making the ENL integrated and stand alone schedule in order to cause the least disruption to the classroom schedule.

   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)?

   For the 2017-2018, the ENL Coordinator, Pupil Accounting Secretary, and Assistant Principal are working very closely to ensure that the ELLs are clustered appropriately into as few classes as necessary so that the ELLs will receive all their allotted integrated and/or stand alone minutes based on the 2016 NYSESLAT scores and CR Part 154. Students are clustered into classes homogeneously and/or by what is designated on their IEP (such as 12:1:1, 12:1, or ICT). This is done purposely in order to make programming and scheduling easier to meet compliance.

   Once this is complete, the ENL teachers look at the RLAT/NYSESLAT scores and ELA scores and record which students receive stand-alone and/or integrated minutes. Then, they look at the school’s prep schedule and the classroom teachers’ schedules in order to make the ENL schedules. Explicit ENL instructional minutes are delivered to all our ELL population as per CR Part 154-2.

   We integrate content instruction and language instruction into the ENL mandated minutes.

   Copies of ELL students’ grouping and schedules are available in the ENL classroom and a copy is shared with the secretaries.
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.

During integrated ENL, the ENL teacher and classroom teacher plan the lesson so that the ENL teacher can assist with the language demands necessary for the content lesson. These teachers meet during weekly grade-level meetings, common preps, and/or Monday PD time (2:40-4:00). Students are supplied further support and enrichment through accountable talk, peer to peer academic assistance, and use of the Smart Board (providing visual support for better understanding). In math, manipulatives and models are used in order to assist students with the processing of higher order content knowledge. These lessons are delivered in English, however ENL teacher will use students' home language whenever possible. For those students who speak Spanish, Spanish support is provided by the per diem ENL teacher. She provides additional support in Spanish through the use of Spanish content books, Spanish Internet sites, and cooperative grouping.

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, and online computer programs (Starfall, TEACH ME, MyOn, Learning A-Z).

During stand alone ENL, Entering and Emerging students who have not yet mastered the alphabet use Wilson Fundations to learn letters and sounds, basic sight words, and finally sentence writing. This is necessary in order to help them function in their classroom when they need to read and write. Depending on the needs of the students, students who are past pre-primer and primer levels work on their basic reading skills in order to improve their reading levels; if they are on-level with reading, ENL teachers support and supplement core content by teaching the language (vocabulary, language competencies, etc) necessary to understand the content. ENL Teachers work closely with the classroom teachers in order to parallel what is being taught in the classroom.

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. For students who cannot yet express themselves orally or in written form in English, they are given the option of an oral exam in their home language, translated by an ENL teacher.

5. 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

   a. SIFE: Our ENL and classroom teachers provide our SIFE students with literacy activities that are meaningful, interactive, and interesting. SIFE students are teamed up with a student that speaks their home language in order to motivate, guide, and support classroom participation. Our SIFE students are provided the opportunity for extended practice. ENL teachers follow the curriculum maps of each grade level in order to determine which reading and writing strategies are being emphasized during the week so that they can build and expand on it with the SIFEs. Tier grouping, guided reading/writing groups, and individual conferencing will assist students in these areas. SIFE students are targeted for programs such as
Saturday Academy and After School tutoring in order to address their needs. ENL teachers use Wilson Fundations, Learning A-Z, and electronic resources (Starfall, TEACH Me, MyOn) to provide kinetic phonemic clues and are a great resource for phonics and language fluency acquisition. Letter-sound correspondence, letter recognition and formation, and decoding strategies are taught mainly during stand alone ENL, but reinforced during integrated ENL lessons. SIFE students are facilitated with interesting reading materials at different reading levels available at ENL classroom. Student may borrow books from the ENL room. Books in Spanish and Arabic are provided for those students who can read in Spanish and Arabic. For math, ENL teachers use manipulatives, tables, charts, models, and real life situations to scaffold the lessons.

b. Newcomers: ENL teachers also use the Wilson Fundations program to introduce newcomers to the English alphabet and words. Online programs such as MyOn, TEACH Me, Starfall, and Learning A-Z help facilitate the transition to the English language. In the classroom, newcomers are paired with higher-proficiency students who speak their home language in order to support them with the classroom activity. Newcomers who speak little English are encouraged to use their home language to orally present or write. All Newcomers are also encouraged to draw what they have learned. 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. They are also facilitated with I-pads during classroom literacy time for additional classroom language support. ENL and classroom teachers work in conjunction so scaffolding of classroom activities may be reinforced in the ENL classroom learning. Newcomers also participate in Saturday Academy and After School tutoring in order to develop their English.

C. Developing: Developing ELLs continue to work on their literacy skills: decoding, literal and inferential comprehension, basic sentence and paragraph development, etc, in order to build on the skills they have acquired. During integrated ENL, developing ELLs are paired with higher-level ELLs in order to facilitate their learning. Developing ELLs participate in Guided Reading, Writing, and Math groups as a scaffold. Developing ELLs make use of Thinking Maps and iPad technology in order to facilitate their learning.

D. Long Term: ENL teachers look extensively at assessments (DRA, benchmark, performance tasks, ELA scores if applicable) in order to determine which areas the Long Term ELLs are still struggling with. Long Term ELLs practice reading skills, reading comprehension, and intensive instruction in writing, grammar and other language development areas that prevent them from becoming English proficient. This group is extensively monitored for areas that might be hindering students' optimum literacy development. Areas of concern are discussed during grade-level meetings. Strategies and support is planned and monitored by ENL and classroom teachers. Observations are shared with Administrators.

E. Former ELLs: As mandated by CR 154, all Former ELLs receive 90 minutes a week or integrated ENL. ENL and classroom Teachers work closely to lesson plan for the times that the ENL teacher will be in the classroom. The ENL teachers continue to provide language support for the Former ELLs by focusing on key vocabulary, competencies (discourse, pragmatic, grammar) that the students will need in order to comprehend the content lesson. As a form of scaffolding, former ELLs are often paired with lower proficiency students in order to challenge the higher-proficiency student and provide support for the lower-proficiency student.

All eligible ELL testing population (3rd, 4th and 5th graders) are given unlimited time to complete the tests. They are tested in a separate location in a small grade-appropriate group. They are provided with bilingual dictionaries to be used during the Math, Science and ELA State Test. Students are given an English and Spanish test booklet (when applicable). For the non-available language booklets, Translators were used during our Math and Science State Test for students whose home language is Arabic and French.

6. 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-SWDs currently use Wilson Funations, Ready Gen, Go Math, Learning A-Z, Reading Street, Write Brite, 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 by the ENL teachers during integrated instruction and classroom teachers also scaffold the academic material in the classroom. Low-proficiency students are paired with high-proficiency students that share the same home language to foster English language acquisition. ENL teachers provide classroom teachers with strategies and scaffolds that they can use in the classroom (provided during Monday PD time, weekly grade-level meetings, and common preps). All teachers differentiate their instruction by using Thinking Maps and online programs (MyOn, Starfall, TEACH Me, Learning A-Z).

7. 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?

To ensure that ELL-SWDs receive their services as per their IEPs, ENL teachers, classroom teachers, and services providers (SETSS, Speech, OT, PT, Counseling, Psychologist) conference bi-weekly during School Implementation Team (SIT) meetings. IEP Team monitors all IEPs, and a log of ELL-SWDs is maintained by the IEP Team and ENL Coordinator to monitor delivery of recommended related services through the use of SESIS reports, as well as communicate when IEPs are up for review/whether an ELL will be receiving related services. We use SESIS to monitor IEP compliance and progress.

Our school modifies curriculum 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, ELL-SWDs are 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 higher-proficiency students that speak their home language. Texts are modified/adapted based on the reading levels of the students. Manipulatives are used in math as a scaffold. Books on tape are used for students with low reading levels. The service providers work collaboratively with classroom teachers so that students receive all support services for academic achievement. Flexible programming is used to also maximize the time our ELL-SWDs spend with their peers.

8. 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 offered during our After School tutoring program and Saturday Academy taught by our TESOL certified teachers. The Per Diem ENL teacher who speaks Spanish works with the Spanish-dominant students, while the other two ENL teachers work with more English-dominant students to continue developing their English skills. These Title I programs are available to our 3rd, 4th and 5th grade ELL population, specifically targeting SIFEs and Long-Term ELLs.

Workbooks from Finish Line (New York ELLs Bilingual Common Core) and New York State (Attanasio & Associates Inc.) as well as materials from Learning A-Z will be available in English and students’ home language (when available). These Title I programs will begin in late December and finish in April. The After School Program runs from 3:00 p.m. - 5:00 p.m Wednesday-Friday and the Saturday Academy runs from 8:30 a.m. - 12:00 noon each Saturday.

The targeted interventions to be used for the ELA component will be ENL methodologies (scaffolding, 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 teachers in order to facilitate and enhance higher order thinking. ENL teachers will use this time to observe for language development in order to differentiate individual work activities. ENL teachers provide students with visual (Smart-board use/iPads), models (maps and models) and Shared Reading activities provided by the workbooks mentioned above.

In math, 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. ENL teachers 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.

If deemed necessary by the SIT Team, at-risk SETSS is provided to ELLs in ELA and Math in English, and a Bilingual (Spanish) Speech Teacher also provides at-risk services to those who are not meeting the standards.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   All ENL Teachers will be trained to use the Bechmark writing program and will scaffold the material to teach it during integrated and stand alone instruction. The ENL Teachers working with second grade students will become familiar with the Reading Street Program, as the second grade teachers will be using that program all year long; the ENL teacher will scaffold the material during integrated and stand alone instruction.

   Wilson Fundations will continue to be used by all ENL Teachers to teach basic phonics and reading skills. Learning A-Z and its' sub-groups (Reading A-Z, Writing A-Z, etc) will also be used to supplement classroom instruction.

10. If you had a bilingual program, what was the reason you closed it?
    Not applicable.

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

    Our daily after school program, South East Bronx Neighborhood Center (SEBNC), provides for social and academic support. It facilitates 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. They are familiar with our ELL students and assist them with translation when necessary. Male ELLs can participate in the SEBNC Basketball Team.

    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 participate in After School tutoring (Wednesday-Friday 3-5PM) and Saturday Academy (8:30am-12pm) programs at run from late December to April. Our TESOL certified ENL Teachers instruct these lessons. Winter and Spring Academy (three days from 8:30am-12pm) are also available to ELLs.

    4th grade ELLs can participate in the Ballroom Dancing Program.
12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ENL Teachers scaffold the programs used in the classroom such as Reading Street, Ready-Gen, Go Math, and Write Brite. During ENL integrated and stand alone instruction. Wilson Fundations is used for those ELLs that need support with phonics and basic reading. Workbooks from Finish Line (New York ELLs Bilingual Common Core) and New York State (Attanasio & Associates Inc.) as well as materials from Learning A-Z are also used to develop students reading comprehension skills and writing skills.

In the ENL classrooms, students use iPads and interactive games on the Smart Board to help with math, phonemic/phonetic awareness, language development, vocabulary, and writing development. Software includes Starfall, TEACH Me, Learning A-Z, BrainPop, and MyOn.

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

ENL: The Pupil Accounting Secretary and the ENL Coordinator work closely when assigning ENL students to future classrooms for the upcoming year. For students who are still Spanish-dominant, they are strategically placed with a teacher who speaks Spanish so that the teacher can support them with academic needs in Spanish. In addition, the Spanish-speaking Per Diem ENL Teacher is the one who provides the integrated and stand alone minutes for these students, so that she can assist in their transition from Spanish to English. All classroom teachers who service ELLs are provided with Spanish/English glossaries and dictionaries for language support. Fiction and non-fiction Spanish books are available in ENL Classroom for students to use in their classroom.

Smart-board technology and computers/iPads are used so that students may access home language information.

DL: Not applicable.

TBE: Not applicable

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

Our Pupil Accounting Secretary works closely with the ENL Coordinator, Speech Teacher, OT/PT Teachers, Guidance Counselors, and the IEP Team (SETSS teacher, IEP teacher, school Psychologist) in order to ensure that all ELLs and students with IEPs receive their mandated services/supports. Parents of newly admitted or transfer students are asked whether the student is an ELL or has an IEP. A report from ATS and SESIS is printed after 24 hours to double check whether the newly registered student is an ELL or has an IEP. All related staff are informed immediately of this new student’s required services/supports. Students are placed in a grade level based on their age.

All support services cited above group ELLs by language proficiency and reading ability within their grade. Grade levels are only mixed if the grades are 1 grade-level apart (e.g., Kindergarten and 1st/1st and 2nd/2nd and 3rd/3rd and 4th/4th and 5th).

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Not applicable.

16. 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 of newly enrolled ELLs are given a copy of our school informational pamphlet.
(in their home language) and the Guide for Parents of Limited English Proficient Student in New York State (in their home language). Administrators will meet and greet families and a quick overlook of the school is offered by Parent Coordinator, ENL teachers, School counselor and/or an Administrator.

Newly enrolled ELLs during the school year receive also receive the above pamphlets and walking tour, as well as an opportunity for the parents to sit in the student’s classroom to get to know the teacher and the environment. Family and students are also brought to the ENL classroom, are given a tour, and are explained how the ENL program works, translated in Spanish by our Per Diem ENL teacher, or in other languages by the DOE Translation Unit.

All newly enrolled ELLs are introduced to afterschool programs such as SEBNC and Robotics if they are interested in joining.

17. What language electives are offered to ELLs?

Not applicable

18. For schools with dual language programs:
   a. 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.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

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 and non-pedagogic staff.) 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?

During the beginning of the year, the ENL Teachers end out a survey to all staff who must receive ELL-specific PD on areas of ELL education that they would like more help with. Areas include second language acquisition development, literacy development, math support, writing support, phonics support, use of internet sites in the classroom, and family outreach support. Based on the top preferences, the ENL Teachers provide professional development trainings throughout the year during Monday PD time (2:40-4:00). Thomas Grabki and Kristy de la Cruz from the Bronx Field Support Center also provide 1-2 trainings a year to our staff during Monday PD on ELL education.

During Tuesday PD Time (3:10-3:50) and during weekly grade-level meetings, ENL Teachers may meet with classroom teachers regarding strategies that will assist with ENL strategies. Our focuses are: SIOP, Sheltered Instruction and Scaffolding.

PD opportunities hosted by DELSS, RBERN, The UFT, and the Bronx Field Support Center are posted in the main office for use by all staff. These organizations provide training opportunities that enhance the skills and competencies of all educators who impact the learning of ELL students. All ENL Teachers attend these trainings in order to meet their required PD percentage.
2. 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.

All staff that are required to meet 15% of their total professional development hours as ELL-specific are provided ENL trainings during Monday PD time (2:40-4:00) by the ENL staff, and/or the District 8 Bronx Field Support Center (Thomas Grabski and Kristy de la Cruz). They are also informed of outside ELL trainings provided by the UFT, RBERN, or DELLSS that they can attend on the weekends. Records are kept by agendas and attendance.

ENL staff receive 50% of their total professional development hours as ELL-specific by attending trainings hosted by UFT, RBERN, and DELLSS as well as any trainings hosted by the District 8 Bronx Field Support Center (Thomas Grabski and Kristy de la Cruz) including monthly ELL PLC sessions. ENL staff can then turn key the trainings to the school staff during Monday PD time or at grade-level meetings. Records are kept by agendas and attendance.

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 ENL staff. These workshops are conducted on a monthly basis. The ENL teachers, along with our full time Parent Coordinator, (and Guidance Counselors and Children’s Health Fund employees when appropriate) conduct monthly workshops for the parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Our Per Diem ENL teacher and Parent Coordinator provide the Spanish Translation, and the DOE Translation Unit is contacted if other languages are necessary.

For those students who are graduating 5th grade and entering Middle School, our Spanish-speaking guidance counselor with assistance from The Parent Association, Parent Coordinator (Spanish-speaking), and ENL Teachers are in constant outreach to our 5th graders about middle school. Flyers are posted in the auditorium, front entrance doors, and in other community meeting areas and are available in all home languages of the ELLs. Information flyers are sent home in all home languages. Moving up classes are brought to the middle school for walking tours 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.

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

As per CR Part 154, all parents of ELLs that are new to the DOE attend a Parent Orientation where they learn about the ENL programs offered by the DOE (via the video in the parents’ home language) and then specifically the one offered at our school. Our Per Diem ENL teacher provides translation in Spanish. If other language translations are necessary, we use the DOE Translation Unit. We discuss the goals of our ENL program (integrated and stand alone and how language is developed in content areas), the transition that will happen to their student(s), how and how long it will approximately take for their student to progress in English, testing that will occur and what the results mean, resources parents can use, websites and phone numbers they can contact for help, and ways to access Health Care (specifically the Children’s Health Care Fund at our school).

Every Tuesday from 2:40-3:10, Parents are encouraged to meet with ENL teachers to discuss any concerns. Meetings include
the discussion of language acquisition, understanding data, homework support resources, and literacy skill development in Native Language and English. ENL teachers 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 DOE translation/interpretation unit as needed.

Parents of ELLs are invited to volunteer and assist in an assortment of events such as Hispanic Heritage activities, Parents' Association activities, and other cultural celebrations held throughout the year. Flyers of these events are sent home in students' home languages.

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.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Paul Cannon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
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<th>Title</th>
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<tr>
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<tr>
<td>Kevin Green</td>
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<td>Nicole Lopez</td>
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<td>Lily Green</td>
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<td>Ijeoma Opara</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor's Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' preferred language for both written and oral communication at this time are: Spanish, French, Arabic, Italian, Garifona, Fulani, Mandingo, and Sioux.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.