



P.S. 140 MANHATTAN

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 01M140
ADDRESS: 123 RIDGE STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 140 **SCHOOL NAME:** The Nathan Straus Prep. School

DISTRICT: 1 **SSO NAME/NETWORK #:** Empowerment Zone - # 19

SCHOOL ADDRESS: 123 Ridge Street

SCHOOL TELEPHONE: (212) 677-4680 **FAX:** (212) 677-3907

SCHOOL CONTACT PERSON: Esteban J. Barrientos **EMAIL ADDRESS:** ebarrie@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Stefi Preiss / Nereida Vergara</u>
PRINCIPAL	<u>Esteban J. Barrientos</u>
UFT CHAPTER LEADER	<u>Stefi Preiss</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Diane Alvarado</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u>N/A</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Daniella Phillips</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Esteban J. Barrientos	*Principal or Designee	
Stefi Preiss	*UFT Chapter Chairperson or Designee	
Diane Alvarado	*PA/PTA President or Designated Co-President	
Diane Alvarado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative, if applicable	
Nereida Vergara	E.C. Reading Teacher / Coordinator	
Leah Freemon	Middle School Math. Teacher	
Carmen Fulford	Assistant Principal	
Cynthia Cartegena	Parent – PTA Vice President	
Rosaura Volarazo	Parent	
Diana Nieves	Parent	
Elizabeth Feliciano	Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Nathan Straus Preparatory School of Humanities – P.S. 140M is located in Community School District 1 in the Lower East Side of Manhattan. The school is a pre-kindergarten to grade 8 organization and provides service to General Education, Special Education and English Language Learners. P.S. 140M is recognized as a “Community of Learners Focused on Success.” The integration of good teaching practices, professional development for the staff, and the participation of students and parents in school initiatives are integral to the school’s vision. Special emphasis is placed on literacy, mathematics, science and social studies. There is an integration of the core subjects and thematic units are developed throughout the school year. Students are expected to develop special projects, under the guidance of their classroom teachers, for discussion and display in the school building.

Over the years, P.S. 140M has established collaborations with community-based and city-wide affiliations with organizations that wish to establish partnership with the school. American Century Investments, Inc. has been a partner with the school for several years and has been able to assist in the purchase of instructional materials for the school’s science laboratory, library and classrooms. Their efforts have enabled the school to provide additional resources to the students. The school is presently in its second round of a five year grant for its middle school program. The 21st Century Program is a federally funded initiative that provides monetary resources for the school’s middle school program – grades 6-8. The funding enables students to attend after school academic and sport programs designed to meet the needs of the student population. The school also has arts partnerships with Artists Space, Smart Works, City Lights and Theatreworks. These programs augment art enrichment for students and assist in the school’s efforts to emphasize the importance of the arts in the curriculum. Students are also programmed to receive enrichment in music and dance/theater as part of the school’s cluster programs. They also are programmed to participate in the Young Sailors Program, New York Cares, Junior Achievement and Reach the World. The school administration and staff encourage students to attend the programmed after school programs, which also include intensive Specialized High School preparation sessions. P.S. 140M also provides for students to participate in team sports. There is a boy and girls basketball and volleyball team that competes with local schools in the community.

The school has been able to establish collaboration with the Educational Alliance Program. The program, which is federally funded, provides for counseling, after school activities for the entire school year and summer program. Students in kindergarten – 6 are can register to participate in the program, which is housed in P.S. 140M.

P.S. 140 is a school community that emphasizes the importance of quality education for all of its students. The school administration, staff and parents work diligently in trying to make the dreams and aspirations of the students a reality.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Nathan Straus Preparatory School of Humanities – P.S 140 M				
District:	1	DBN #:	01M140	School BEDS Code #:	310100010140

DEMOGRAPHICS									
Grades Served in 2008-09:	X Pre-K	x K	x 1	x 2	x 3	x 4	X 5	X 6	X 7
	x 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	18	16	15		91.8	91.4	91.4		
Kindergarten	42	42	29						
Grade 1	39	42	34						
Grade 2	37	41	48	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	42	34	41		92.1	93.4	93.3		
Grade 4	43	44	36						
Grade 5	42	39	41						
Grade 6	52	74	66	Eligible for Free Lunch: (% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	87	72	72		79.9	79.9	79.9		
Grade 8	98	93	63						
Grade 9	0	0	0						
Grade 10	0	0	0	Students in Temporary Housing: (Total Number as of June 30)	2006	2007	2008		
Grade 11	0	0	0		8	20	TBD		
Grade 12	0	0	0						
Ungraded Elementary	2	2	0						
Ungraded Secondary	0	0	0	Recent Immigrants: (Total Number as of October 31)	2006	2007	2008		
Total	502	485	450		3	6	6		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	37	35	38						
No. in Collaborative Team Teaching (CTT) Classes	8	7	9	Principal Suspensions	28	21	15		
Number all others	62	70	59	Superintendent Suspensions	14	16	11		
<i>These students are included in the enrollment information above.</i>									

UPDATED – OCTOBER 2008

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	66	67	58	Number of Staff:			
# ELLs with IEPs	0	1	9	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	37	39
				Number of Administrators and Other Professionals	8	7	10
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	TBD	2
	1	2	3				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	92.3	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.4	Percent more than two years teaching in this school	59.0	64.9	69.2
Black or African American	13.0	17.7	17.6	Percent more than five years teaching anywhere	61.5	54.1	51.3
Hispanic or Latino	80.1	76.1	75.6				
Asian or Native Hawaiian/Other Pacific Isl.	4.8	3.5	4.2	Percent Masters Degree or higher	95.0	97.0	97.0
White	2.0	2.5	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	98.8	94.9
Multi-racial	4.8	3.5	4.2				
Male	51.2	53.0	55.1				
Female	48.8	47.0	44.9				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	X 2005-06	X 2006-07	X 2007-08	X 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:	SIN I		ELA:	
	Math:	IGS		Math:	
	Science:	IGS		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	/	/	/			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	X	/	-			
Hispanic or Latino	/	/	/			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	X	/	-			
Limited English Proficient	/SH	/	-			
Economically Disadvantaged	/	/	/			
Student groups making AYP in each subject	4	6	3			

Key: AYP Status

/	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	64.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	9.0	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	15.3	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	36.0	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	Proficient

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

P.S 140M is located in a poverty area of the Lower East Side of Manhattan. It is a pre-kindergarten to grade 8 school servicing a student population which is 75.6% Hispanic, nearly twice the number of Hispanic students in similar schools; 17.6% African-American students; 4.2% White students; 0.45 American Indian and Alaska Native students; and 4.3% Asian or Native Hawaiian/Other Pacific Island students. There are approximately 62 English Language Learners (ELL), and 98 students with Individual Education Plans (IEP), which comprise approximately 27% of total school population – 403 students. Student attendance in SY 2007-2008 was 91.0%, which is higher than the citywide pupil attendance percentage. In SY 2006-2007 and 2007-2008, P.S. 140M attained an overall score of "B" on the NYCDOE Progress Report. The overall score for the school was 64.8%, which placed the school in the 69th percentile of K-8 schools. The overall breakdown of the progress report was as follows: School Environment – 9.0%; School Performance – 15.3%; Student Achievement – 36.0%; and additional credit for Special Education and African-American Students – 4.5% (The extra credit for both cohort groups indicates an increase English Language Arts (ELA) proficiency over the previous school year and was designated as credit in the report's section entitled: Closing the Achievement Gap). The school's Quality Review conducted by the NYCDOE in SY 2006-2007 and 2007-2008 indicated an overall "Proficient" level of achievement for the school. All Quality Statements indicated a proficient level of achievement: Gather Data, Plan and Set Goals, Align Instructional Strategies to Goals and Monitor and Revise. The school received a grade of "Well Developed" in the following Quality Statement: Align Capacity Building to Goals.

The student population is heterogeneously grouped on all grade levels. There are 39 teachers assigned to the school and 100% are fully certified by the New York State Education Department. The school organization consists of two general education classes on each grade level, with two CTT groups in grades 4 and 7. There are three self-contained MIS I – 12:1 Special Education classes. The school also has a free-standing English Language Learners (ELL) Program that services 62 students. The school presently provides cluster programs in science, Early Childhood reading, theater/dance, music, library and physical education.

P.S. 140M is a Title I School Wide Program school and 79.9% of the children receive free breakfast and lunch during the school year. In SY 2007-2008 the school was identified as SINI Year 1, since African-American and Special did not meet the Annual Yearly Progress (AYP) indicator in literacy. Therefore, the school has emphasized the importance professional development and training in literacy school wide. Literacy initiatives in Early Childhood include reading and language development programs that focus on literacy skills. Students in grades 4 through 8 receive literacy intervention and enrichment by participating in the *Language Learning Initiative Program*, as part of the school's professional development and training goals.. Students in grades kindergarten through grade 3 are programmed to receive intensive language development and literacy enrichment by participating in the school's Early Childhood Literacy Cluster Program – *Foundations Reading Program*. Both the upper grade and lower grade literacy initiatives service students (African-American and Special Education who were identified in the 2006-2007 New York State Department Progress Report as not meeting the Annual Yearly Progress (AYP) in literacy. P.S. 140M employs the Columbia University Teacher's College balanced literacy program, as the core of literacy instruction. The school also utilizes the literacy programs mandated by the New York City Department of Education: *Day to Day Phonics* and literacy materials ordered through Core Curriculum Program. The school is programmed to use *Everyday Mathematics* in grades pre-k -5 and *Impact Mathematics* in grades 6-8. As part of the professional development and training initiative, consultants from A.U.S.S.I.E are employed to provide training to teachers in kindergarten – 8 during the school year. Teachers are also encouraged to attend district and citywide professional development in literacy, mathematics, social studies, and science.

P.S. 140M also employs the service of a literacy coach in grades kindergarten – 4. The coach provides on-going staff development and training to the staff and facilitates site visits, demonstration lesson, training during and after school hours, and maintains the staff updated on methodologies and practices that will enhance classroom instruction. The coach also is a team member in the Principal's Cabinet and school's Inquiry Team. The literacy coach is charged with ascertaining that the classroom staff is in consonance with the exemplary practices needed to implement a successful literacy program, e.g. read alouds, independent reading, guided reading, conferring groups, and writing workshop. A key component of the literacy enrichment initiative in the school includes an intensive Extended School Day Program in literacy and offered to identified students who are in need of enrichment and assistance in reading and writing skills. The school also provides for an after school program that provides additional enrichment to students throughout the school year in literacy and mathematics. The school's Academic Intervention Service plan further enhances the efforts made by the school administration to provide students with enrichment in literacy and mathematics. Classroom and support staff provided one to two periods of intensive enrichment to students during the school day.

The school's major focus is the improvement of reading and mathematics on all grade levels. In SY 2007-2008, 47.8% of students in grades 3-8 scored on or above grade level (Level 3 and Level 4) in the spring 2008 NYS ELA Test as opposed to 38.3% in spring 2007. There was an increase of 9.5% overall in the spring 2008 NYS ELA Test. There was a decrease of Level 1 and 2 students in the spring 2008 administration of the NYS ELA Test – Level 1 (-2.6%) and Level 2 (-6.9%). It should be noted that students in the two identified cohort groups (African-American and Special Education students) who did not meet the AYP target in ELA, as indicated in the NYSED Progress Report in 2006-2007, improved in their

literacy proficiency levels in the spring 2008 NYS ELA Test. It is expected that the school met the required AYP in literacy for both cohort groups in SY 2007-2008. There is some concern regarding English Language Learners (ELL) students and their achievement levels. Although the NYCDOE Progress Report indicated that there was an 11.8% Exemplary Proficiency Gain in literacy and 8.3% gain in Mathematics, the results of the spring 2008 NYS ELA and Mathematics tests indicate that only 9.8% of ELL students were on or above reading level and 42.9% were on or above mathematics level on the spring 2008 NYS MATHEMATICS Test.

The results of the spring 2000 NYSESLAT Test indicated that a total of 61 ELL students wrote for the test. The results of the NYSESLAT indicated that 13 students were classified as Beginners, 21 as Intermediate, 23 as Advanced and 1 as Proficient. There is a need to improve the proficiency level of ELL students and move them to a higher literacy level, e.g. Advanced and Proficient. Therefore, the school's Inquiry Team has assumed the task of addressing the needs of the ELL students and focusing on learning strategies that can augment their achievement in literacy.

In SY 2007-2008, 67.7% of students scored on or above mathematics level (Level 3 and Level 4) in the spring 2008 NYS MATHEMATICS TEST, which reflected a 10.3% increase from SY 2006-2007. General Education had an increase of 13.8% and Special Education students had an increase 10.5% from the previous school year. ELL students had a decrease of 7.1% in mathematics from the previous school year. Although there were positive mathematics gains in the General Education and Special Education student groups, ELL students experienced a -7.1% decrease in mathematics achievement.

The results of literacy and mathematics scores reinforce the school's efforts in providing professional development and training during the school year. At the present time, a part-time literacy coach is employed to provide training to classroom staff in kindergarten – 4. The coach plans workshops, demonstration lessons and emphasizes exemplary classroom practices. The literacy initiative is emphasized throughout the school and teachers are encouraged to improve professionally by enrolling in college, university and institute study programs. The balanced literacy program is implemented school-wide and closely monitored by the school administration and literacy coach. Students in grades 5 – 8 are also programmed to receive literacy enrichment to augment reading achievement. P.S. 140 also provides professional development and training in mathematics by utilizing the services of mathematics consultants from A.U.S.S.I.E. Classroom teachers in grades kindergarten through 8 are programmed to meet with the mathematics consultants and plan for effective mathematics instruction. The consultants also provide professional development and training and review planning, curriculum and exemplary classroom practice.

The results of the school's needs assessment has resulted in focusing on three major areas in need of improvement in SY 2008-2009. There will be an effort to improve literacy and mathematics achievement, with an emphasis to move students from Level 2 to Level 3. The school will closely monitor the gains being made by the identified cohort groups (African-American and Special Education) who did not meet the literacy AYP as indicated in the spring 2006-2007 NYS Progress Report and resulted in having P.S. 140 identified as a SINI I school. An effort will be made to provide literacy enrichment and employ sound pedagogical practices that will address the needs of the school's ELL students. The expectation is that all

students: General Education, Special Education and ELL will achieve academically in the administration of the NYS ELA, MATH and NYSESLAT tests in spring 2009.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: *(1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.*

Goal 1: By June 2009, 20% of students in grades 3 through 8 will improve from Level II to Level III in ELA on the spring 2009 NYS ELA Test.

Goal 2: By June 2009, 20% of students in grades 3 through 8 will improve from Level II to Level III in mathematics on the spring NYS MATH Test.

Goal 3: By June 2009, 75% of African-American and Special Education students identified as not meeting the NYS Progress Report Annual Yearly Progress (AYP) will meet the cut-off target in ELA.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ENGLISH LANGUAGE ARTS - ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 20% of students in grades 3 through 8 will improve from Level II to Level III in ELA as indicated on the spring 2009 NYS ELA Test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students in grades 3 through 8 will be programmed to receive ten periods of balanced literacy as part of their regular schedule. The Columbia University Teacher’s College Literacy Model will be use in P.S. 140M. Academic Intervention Service (AIS) will be provided to all identified students in need of ELA enrichment two times per week by classroom and support staff from. Specific ELA strategies focusing on reading comprehension, inference and writing skills will be supported in the AIS Program. An Extended After School Program will be implemented to augment literacy skills and will service identified students in all grade levels. All of the programs will be implemented from September 2008 through June 2009.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The Contracts for Excellence provides for funding a literacy coach and reading consultant. The literacy coach will provide professional development and training to staff during the school year with a focus demonstration lessons, review of strategies and methodologies and guidance in the use of the balanced literacy program. The Contract for Excellence also provides for a reading consultant who has been assigned to assist staff in grades 4 through 8 in assisting staff in strategically planning reading lessons for struggling students.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students in grades 3 through 8 will be provided with on-going assessment in SY 2008-2009. Three periodic reading assessments will be administered in September, January and May (QRI, WRAP, Columbia University Teacher’s College Literacy Assessment); NYC DOE ACUITY testing will also be used to track students progress in literacy; classroom staff will log reading progress during conferring meetings with students and retain running records on file; all students in grades 3 though 8 will take the NYS ELA Test - ELL students will also take the NYSESLAT – in spring 2009.</p>

Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, 20% of students in grades 3 through 8 will improve from Level II to Level III on the spring 2009 NYS Mathematics Test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students in grades 3 through 8 will be programmed to receive a minimum of nine periods of mathematics weekly during the school year. Students in grades 3 through 5 will use <i>Everyday Mathematics</i>; students in grades 6 through 8 will use <i>Impact Mathematics</i> as their regular mathematics program. Students who are in need of additional enrichment in mathematics will receive AIS a minimum of one period per week. An After School Program will also be offered from September 2008 through June 2008 to assist students who are experiencing difficulty in mathematics. An Extended Morning Day Program will also provide enrichment in mathematics to identified students who need additional reinforcement in mathematics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Two mathematics consultants from the A.U.S.S.I.E Program will provide professional development and training to staff in grades 3 through 8 in SY 2008 – 2009. The consultants will provide demonstration lessons, workshops and site visits to other schools in the district and throughout the city to experience exemplary teaching in mathematics.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The A.U.S.S.I.E. consultants will develop assessment instruments to administer during the school year. The results will be kept on file by classroom teachers and reviewed for planning of mathematics lessons and small group enrichment. The NYC DOE ACUITY testing will also be used to monitor student progress in mathematics. Students in grades 3 through 8 will take the NYS Mathematics Test in spring 2009.</p>

Subject/Area (where relevant): ELA AYP – AFRICAN-AMERICAN AND SPECIAL EDUCATION STUDENTS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, African-American and Special Education students identified as not meeting the Annual Yearly Progress (AYP) in ELA will meet the cut-off target.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The African-American and Special Education cohort students have been identified by the spring 2007 NYS ELA test results and are receiving enrichment and small group instruction. The identified students receive AIS, Extended Day and After School support during the school year. The staff retain data that assist in monitoring the progress of students during the school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school’s literacy consultant supported with Contracts for Excellence funds provides professional development and training that focuses on the support of cohort students. Strategies and methodologies that will help in addressing the literacy needs of the students are discussed weekly with the coach.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>African-American and Special Education students who have been identified as the cohort students will take reading assessment tests (WRAP, QRI and Columbia University Teacher’s College Literacy Assessment). Students will also take the NYS ELA Test in spring 2009. Results of all assessments will be used to record data findings and to ascertain the strategies needed to address the needs of the students.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	10	6	N/A	N/A	2			
1	12	9	N/A	N/A				
2	10	8	N/A	N/A				
3	9	7	N/A	N/A				
4	10	6	2		2			
5	9	4	2		1			
6	8	4	2	2	1			
7	11	6	3	2	2			
8	8	6	4	5	4			
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>ELA AIS will be provided before school on Monday through Thursday from 8:00 to 8:30 A.M. by classroom and support staff. The staff will use Foundations, Reading Recovery, and Great Leaps for students in K-4. The Columbia University Teacher’s College literacy model will be implemented in grades 5 through 8 to small groups of students in order to accommodate for individualization of instruction and closely monitor the African-American and Special Education sub-groups identified in the school NYS Progress Report in 2007/2008 who did not meet the Annual Yearly Progress (AYP) target set by the New York State Education Department.</p>
<p>Mathematics:</p>	<p>Mathematics AIS will be provided on Monday through Thursday from 8:00 to 8:30 A.M. by classroom and support staff. The staff will use support materials from <i>Everyday Mathematics</i> and <i>Impact Mathematics</i>. Small groups will be serviced to facilitate individualized instruction for all of the students participating in the AIS Program.</p>
<p>Science:</p>	<p>Science AIS will be provided in the programmed after school program using manipulatives and hands-on materials for reinforcement and enrichment. Students in grades 4 and 8 will provided with simulated test practice to augment test-taking skills for success in the NYS Science Test in grades 4 and 8.</p>
<p>Social Studies:</p>	<p>Social Studies AIS will be provided in the programmed after school program by reinforcing reading skills, analysis of material and acquiring skills in responding to document – based questions (DBQ), as found on the NYS Social Studies Test in grades 5 and 8.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>At-Risk Services will be provided by the guidance counselors and will focus on addressing the social and emotional needs of children in the AIS groups. The counselors will meet with the target students to discuss problems and develop solutions. The guidance counselors will provide at-risk counseling to all students who have been identified for AIS counseling for the entire school year.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>N/A</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)*NCLB/SED requirement for all schools***Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP to this CEP.

PS 140 M

LAP NARRATIVE`

08/09

PS 140 is a community made up of 75.72% of Hispanic, 17.49% of African American, 3.5% of Asian, Bengali, and 3.09 % of Caucasian students. PS 140 is located at lower east side near the Williamsburg Bridge. The majority of residents who live in the Lower East Side are Hispanic and Asian. Most immigrants settle in this area at the beginning of the year and move to another area toward the end of the school year. The percent of immigrant enrollment has increased 1.5% since 2007. Most immigrants have arrived from Dominican Republic, China, and Bangladesh. These students come from low-income families. The number of students receiving free lunch has reached 93.8% for the past two years.

There are 425 students attending PS 140 for school year 2008 – 2009. Out of 425 students, 62 of the students are English language learners (14%). The language spoken by the English Language Learners are Spanish, French, and Chinese, Nine kindergarteners (8 beginners and 1 intermediated), Six first graders (3 beginners, and 3 intermediated), eight second graders (2 beginners, 3 intermediated and 3 advanced), five third graders (3 intermediated and 2 advanced), eight fourth grader (3 beginners, 2 intermediate and 3 advance), six fifth graders (3 beginners, 3 advance), eight sixth graders (1 beginner, 3 intermediated and 4 advanced), eight seventh graders(2 beginners, 2 intermediated, and 4 advance)), and six eighth graders(1 beginner, 4 intermediated and 1 advanced) students. Among these Ells, two kindergarteners, one first grader and one fifth graders speak Chinese. One kindergartener speaks Indonesian, and two seventh graders speak Bengali.

Forty of these Ells have been receiving ESL services for no more than three years. Twenty one of these Ells receive services between four to six years, and two of these students are long-term Ells. Nine Ells are SIFE students. *There are five Ell classes in PS 140.* There are only one fully certified ESL teacher provides service to the English language learners. *The school has all the required certification on file.*

The parent orientation for incoming students first entering the NYC school system takes place within ten days of enrollment and is conducted by the licensed Ell teacher. The structure we have in PS 140 is the license Ell teacher review the HLS as they are filling out the forms, after reviewing the form, parents are being inform whether or not their child will be selected for testing, after testing, a letter in their native language and an English version of the letter will be sent to their home to inform them of the result. A letter for newcomer orientation will be send, also in their native languages. We also make phone call in their native languages because some of these parents can't read. The translators will explain to the parents of the different programs they can choose from. Then, the parents will have the opportunity to either fill out the form at the orientation or take it with them and fill it out at home. If parents choose to place their children in the bilingual program, the school will provide them a list of school where they can transfer their children to.

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

were encouraged to call the P.T.A. president, P.T.A. coordinator and the ESL teacher for more information regards their children's services. Parents were informed of the program offered at P.S. 140. Parents who wished to place their children in other program structures were provided with transfer options. Letters were sent and phone calls were also made to inform parents of the meetings, student progress in their native languages throughout the school year. Parents were also invited to come and celebrate their children's reading and writing celebration, publishing party.

After reviewing the parent survey and program selection forms for the past two years, the school noticed the trend in program selection for the English Language Learners is E.S.L. model only. The parents have been requesting to immerse their children in English only environment. All letters are on file.

The program at P.S. 140 is completely aligned with the parents' choice of the ESL model, which focuses on the need of the children which involves more conversational practice in English, reading and writing, and critical thinking as part of their daily learning. E.S.L. program at P.S. 140 incorporates all of these requirements into its program. The school is focusing on fostering academic achievement, as well as social achievement of all English language learners. The ESL program also utilizes the balance literacy program and uses mini- lessons to differentiate instruction to reach all learners of Ells. Parent orientation sessions were held in September 2008, October 2008, December 2008, and February 2009 to welcome new students and to inform the parents of their children's academic progress. Orientation for new admits were held with translators available throughout the year to provide assistant to parents. Other meetings will take place throughout the year to reach parents and to share the accomplishments of their children.

The program offered at P.S. 140 is a freestanding pull out program. There are sixty two students ranging from grades k -8 currently in attendances. Nine of these students are SIFE. The ESL teacher groups the students across grade levels to meet the need of the students. The Ells attend all science and other programs with their classes during the day. The beginning and intermediate level students in the pull-out program receive 360 minutes of ESL per week while the advance students receive 180 minutes of ESL service per week. The program is organized by the student's proficiency level such as beginner/intermediate for 360 minutes of service, and advance level for 180 minutes of service. The school reviews the result of the LAB-R and NYSESLAT, ELA, Math along with the ESL schedule to assure that the mandated number of minutes is provided in explicit ESL, explicit ELA, and content area instruction. Administrative staff creates student schedules following Part 100 SED requirement are met.

The LAP team members in PS 140 are: Nereida Vergara(reading specialist), Carol Goldberg(SETSS), Jill Markowit(Literacy coach), Susan McMullen(AIS), Debra Stern(Counselor), J. Cha(SETSS), Lori Gonzalez(Related Service), and Carmen Fulford(Assistant Principal).

The LAP team members use the LAB-R, NYSESLAT, ELA, Math, ECLA, Formal and Informal reading record to analyze the students' progress and needs. The school LAP team reviewed each set of subtest scores from the NYSESLAT, LAB-R and Interim assessment from last year for weaknesses and strengths before planning the schedules for the year. As indicated by the data reviewed by the school team in September 2008, the patterns in the four modalities in proficiency and grades exhibit improvement in Literacy and Language. As indicated by the test results of the ELA, and NYSESLAT, and Math test, the results showed that the students receiving ELL instruction need more interactive learning skills, critical thinking, and independent practice in grades K – 8. The Math test indicated that newly arrived and SIFE students performed better with the translated version of the test. Thorough planning will focus on the need of students specifically in the area of listening, speaking, reading and writing. The Ells have taken their first state exam this year. Results will be collected later on to plan for next year teaching. No state exam result is available for this year at this moment. As indicated by the NYSESLAT and LAB-R scores, the combined reading and writing is weakest aggregate for PS 140 students. The team members use periodic assessments to group students for differentiated instructions in smaller grouping. The students will be regrouped throughout the school year according to their assessments. The multiple assessments the school will use to assess the students are ECLAS, ELA interim assessment, Math interim assessment, Formal reading record, and informal running record. The result will be use for differentiating instruction according to the students' strength and weakness.

The E.S.L. teacher works collaboratively with the ELA teachers at the Junior High School level as well as the classroom teachers. The teachers meet during lunch and after school to plan and discuss the need of the students to maximize English language acquisition for ELLs. E.S.L. strategies are infused into content instruction to bridge the gap between the students' background knowledge and the content areas. Students are grouped into smaller groups in the classroom for strategy lessons, guided reading, shared reading, and individualized teaching. **The groups are grouped by proficiency levels for instructional purposes, such as beginner level and low intermediate level, intermediate level, and advanced level. Instructions are differentiated for ELL subgroups, including SIFE, newcomers, former ELLs, special needs ELLs, and long-term ELLs through visual support and live video through theme. The former ELLs also get support through the 21st century grant and art/music program.**

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

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

The staff at P.S. 140 celebrates the students' personal experiences and culture. We include the students' background knowledge and personal experiences in our daily teaching. We accept writing in their native languages to assess the students learning progress. The staffs use graphic organizers to scaffold instruction to bridge the gap of learning. Native languages materials are available in the classroom and school library. The library also has a listening center to accommodate the newcomers, and lower level readers. There are also software programs available to enhance listening, speaking, reading and writing in the school library.

The school leadership and teachers are reviewing ELL interim assessments to identify the skills areas to address in the general education setting, with the ELL population. In conjunction with the ESL teacher, decisions are made to help augment the effectiveness of literacy lessons presented to ELL students in P.S. 140. **The teachers also work with the SIFE students after lunch/preps, lunch and learn to provide additional instruction for SIFE, extended school day at 8:00am with classroom teachers for differentiated instruction, and Title III after school program for**

literacy and math instruction support. The targeted intervention programs for Ells in ELA, mathematics, and other content-area subjects receive AIS during administrative prep with specialist and classroom teachers, 21st century academic program, and after school for literacy and math intensive instruction.

The standard-based teaching, high expectations and accountability have helped bring focus and attention to key elements necessary for improving student achievement. A common curriculum for each grade, helps boost students' learning, and greatly strengthens their basic foundational skills. Strong professional development gives the teachers the knowledge and skills they needed to successfully teach challenging and needy students. Improved instructional practice enhances student achievement as well. For all newcomers, writing in their native language is accepted for assessment purpose. Additional enrichment will be provided during the ELL teacher's and the classroom teachers' weekly administrative periods and in an Extended School Day Program, which is funded through Title III.

The plan to support SIFE students, students who are in the school system for less than three years, and for long-term Ells is to provide enrichment and support across content areas during daily lessons as well as placing students in extended program. Students with interrupted formal education have been serviced by the E.S.L. teacher. The students are placed in Extended Day Program and Voyage for extra services. The paraprofessionals also provide Ells with smaller group teaching using the Voyage program. The students also receive enrichment from teacher during administration period, receive service from the reading teacher, reading intervention teacher, and the ESL teacher. As students who have been identified as having special needs, they will receive services from SETSS teacher as well as services from the reading specialist, reading teacher, extended day school, AIS, and ESL teacher. The plan to support students reaching proficiency is to place them in enrichment program, Saturday academy, Extended Day program, and pair them up with higher level readers in the classrooms. For struggling long-term Ells, parent conferences have been conducted by the intervention team. Evaluation will be conducted by the AIS team to assess their needs for proper placement. The school also has support in place for students who had reached NYSESLAT proficiency; these students have been selected for the extended day in a group of six for literacy and math support. They also attend the Title III program with the Ell teacher for support in math and literacy twice a week.

Professional opportunities are offered to all teachers through the school as well as E.S.L. workshops offered by the E.S.L. specialist from the Department of Education. The background knowledge is sustained through professional development at meeting for planning and discussing student's needs and issues. The math, literacy coaches, and ESL teacher plan workshops during lunch, after school, topics include grouping, assessment, units of study with differentiated instruction strategies. The school also ensuring every staff member has received 7.5 hours of ESL training or 10 hours for special education teacher in strategies in teaching Ells. New teachers will attend whole day workshops offer by BETAC and the special education department.

The school staffs get together in May/June, and plan lessons in supporting Ells as they make their transition from elementary level to the middle school level and from middle school level to high school level. The middle school students also receive advisory with the counselor and middle school teachers in preparation for high school.

The appendix 2 and the LAP worksheet have been reviewed by staff and sign by the staff. A sign copy is on file at PS 140.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 73

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

The program at P.S. 140 is a free standing ESL program. It services 62 students from grade K through grade 8. The language of instruction for this program is in English. There are 5 classes for this ESL program. 40 Students who scored on the beginning and intermediate levels based on the NYSESLAT scores and on the LAB – R test, will receive 360 minutes of intensive English instruction per week. As for the 23 advanced students, they will receive 180 minutes of English instruction per week.

The ELL teacher reviews the HLS within the ten days of schools to identify students who are eligible for testing. Once the students are identified as a second language learner, letters will be sent home to notify parents of the testing process in their native language. Phone calls will also make to home by the translators in Spanish, Chinese, Bengali, and Indonesian. After testing is completed, letters will be sent and phone will be made to inform parents of the placement option, and the date and time of the parents' orientation. The ELL teacher will conduct the parent orientation with translators available and the parents will watch the DVD from the LAP kit. Parents will have the opportunity to ask questions before choosing the placement of their choice. Parents will be given the choices to place their children in ESL, Bilingual or dual program. All materials use in the parent orientation will be in English, Chinese, Spanish, Bengali, and Indonesian.

The students will be serviced by a fully licensed ESL teacher. Ms. Ming Liang will provide the free standing ESL services to the eligible ELLs with required ESL units through a pull-out model, focusing on literacy. Children will be grouped according to their proficiency levels. Other service providers such as; two speech therapists, two SETTS teachers, one reading intervention teacher, one social worker, and one reading recovery specialist also provide services in English to the English Language Learners.

The instructional program will utilize a balance literacy model includes role play, total physical responses, songs and chants, poetry, word work, and read aloud to enhance the students' speaking and listening skills. Students also participate in reading short stories, guided reading, modeled reading and writing to enhance and support the students' reading and writing skills. In addition to reading and writing, the students participate in thematic unit and non-fiction studies as well. The English instruction is taught across the content areas. The teacher will exposes students to various genre and authors to develop their interest of reading. Strategies such as reading workshops, informational writing, writer's workshops, making meaning, character development, word work (Comprehension strategies/Test preparations), involves activities that enable students to interact with text successfully. Activities include: retelling, text knowledge, chunking information, note-taking, text mapping, utilizing graphic organizers, interpreting/ drawing conclusions, compare and contrast. Strategies as such are used to help promote independent and life long learners. The students will also have the opportunities to conduct group projects.

PS 140 are using *Everyday Math*, *Impact Math*, *Day to Day Phonics*, *Classroom enrichment*, *Independent Reading*, *Guided Reading*, *TC workshop models* for the school year 2008 – 2009. The classroom teachers, SETSS, Reading specialist and the ELL teachers are trained to differentiated instructions for the ELLs, SIFE, and former ELLs within the core curriculum.

For newly enrolled LEP students, assistance will be provided to help students successfully integrate into the English school system. The ESL teacher will provide intensive instruction to reinforce and support students' learning across the content areas in a smaller class size. The students will also be involved with the Technology program. The ESL teacher will also utilize technology within the ESL classes to individualize student learning and enhance their learning process.

The staffs of P.S. 140 assist students in meeting standards and assessments by providing AIS (academic intervention Service) in ELA/Math, Extended Day, small group instruction, Reading Intervention. The ESL enrichment program focuses on ESL enrichment in literacy and math. The ELL Students will also participate in Enrichment program such as 21st century Saturday Academy, Music, Volleyball and basket program and art club.

The support services we currently have in place to provide services to the ELL students are: Speech, SETSS, Reading Intervention, Reading Recovery, Early Childhood Intervention, and Foundation Literacy Program. These literacy programs help build basic literacy skills to enhance the process of learning English to help ELL students to build a stronger foundation to assist them in becoming successful learning academically and socially.

- II. **Parent/community involvement:** Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parents of LEP students will be notified at the beginning of the school year regarding related information, and materials will be distributed to parents in English, Spanish, Chinese, Bengali and Russian, or whatever language they understand. Orientation for the parents of ELL students will be held in September of 2008 and February of 2009 with translator available in Chinese, Bengali, and Spanish. For newly enrolled LEP students, parents will be notified by letters before and after assessments. The ESL teacher will set up orientation sessions to involve parents in the education of the English language learners to enable them to reach a higher goal. The orientations will provide parents an overview of the State standards, assessments, school expectations, and general requirements for the free standing ESL program. The orientation will be scheduled for different dates and time to accommodate the working parents. Translators will be available during the orientation sessions. It will take place at P.S. 140. Parental orientations will be held on September 17th: session 1 (9:00 A.M) and session 2 will be on September 17, 2008 at 1:00, session 3 will be on September 18 at 5:30P.M. During these sessions, parents will have an opportunity to ask questions and view a video of an actual ESL class in action. Ongoing parent orientation sessions will be held for parents of newly enrolled students. These meeting will be held once every two months.

At the beginning of the school year (SY 2008 -2009), parental orientation sessions were held in the school's auditorium and PTA room, which focused on explaining the ELL Program at P.S. 140. Parents were also informed about the various ESL, Bilingual and Dual Language Programs in the region. Parents were informed that they had the option of placing their children in other programs, which best served their needs. However, none of the parents who were given options elected to remove their children from the ESL program in P.S. 140. Parent Orientation sessions were offered in September, October, December 2008 and February, March and April, May 2009. In addition to providing parents with program orientation, the sessions also provided insight into the importance of parental involvement in the school, student assessment, and academic achievement of ELL students. Parent workshops will focus on how parents can assist students in attending better language skills at home and in the community through classroom activities which both the parents and students will participate together. Translators were provided during parental orientation sessions.

The parents of the ELL students will also be invited to visit the classroom and participate in students' writing publishing celebration, to share the students' learning progress.

- III. **Project Jump Start (Programs and activities to assist newly enrolled ELL students):**

The teachers have open door policy to welcome the newcomers and parents into their classrooms and take a tour around the school with the counselor and the Ell teacher. The Ell teacher provides the parents and students the opportunity to review some of the work by Ells at PS 140 to provide them a better understanding of the structure and learning process of the Ell students. The Ell teacher and parents also explore the different ways parents can help their children at home.

Most newcomers enter the school system after school begins. For those students who arrived after school begin, the school provide extra services during extended school day and during after with the Title III teacher.

- IV. **Staff Development (2008-2009 activities):**

For the 2008 – 2009 school year, the ESL teacher will work with the literacy and mathematic coaches to plan for staff development. Staff development will be provided during lunch and after school. The focus of the staff development will be on how to get students to be more involved in their learning, and the type of activities teachers can incorporate into their literacy and mathematic units of studies to amplify the English language as well as informal assessments within the classroom. [The instructional planning will also focus on differentiated instructions within the classroom across the content areas.](#) The ESL teacher, Ming Liang, and the coaches will provide professional staff development to the staff during school year 2008 - 2009. [The staffs at PS 140 have already conducted and enroll in differentiation instruction workshop prior to the opening of school in addition to the regular PD workshops.](#)

Topics related to English Language Learning will be covered during the school year as follows:

- Identification and Testing of ELL students 9/1/08
- Informal assessment and Grouping 9/23/08
- Identification of special needs and regrouping 10/8/08
- Resources, Assessment and lesson planning 10/22/08
- [Differentiated instruction: Reading and writing strategies for the content areas and examples](#) 11/5/08
- Mini lessons and strategies 11/19/08
- Informal assessment and evaluation of student work 12/10/08
- Evaluation of student progress, [and regrouping](#) 1/7/09
- Running records and observations 2/11/09
- NYSESLAT and testing strategies 3/18 /09
- Resources and planning [for differentiated instruction](#) 4/2/09
- Testing preparation and lesson planning 5/6/09
- Observations, evaluation and recommendations 5/20/09
- Evaluation of portfolios of ELL students 6/4/09
- Evaluation, recommendation of special services for ELL students.6/12/09

All of the above professional development sessions will include strategies that help promote learning and skills the ELL students will need in becoming independent and life long learners. The ESL teacher, classroom teachers and coaches will meet regularly to discuss student progress, [and differentiated instruction.](#)

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08 A-2

School District: One

Type of Program: ESL Bilingual Both
(Check one only)

School Building PS 140

(Complete this form for each school building with LEP students in grades K-6 during 2007-08)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)				1		1							1		1				1		1
Bosnian (BOS)																					
Chinese (CMN)	1		1																1		1
French (FRA)																			1		1
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	5		5	7		7	7		7	8		8	7		7	7		7	4		4
Vietnamese (VIE)																					
other																					
SUB TOTALS →	6		6	8		8	7		7	8		8	7		7	7		7	7		7

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 Identified in the Building in 2007-08 (Do not include long-term LEPs)

51

Total Number of LEP students in grades K-6 Served in the Building in 2007-08 (Do not include long-term LEPs)

51

Bilingual ESL

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2007-08 A-2(a)

School District: One

Type of Program: ESL Bilingual Both
(Check one only)

School Building PS 140

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2007-08)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi Fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)				1		1															
Bosnian (BOS)																					
Chinese (CMN)	1		1	1		1															
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	7		7	5		5													7		7
Vietnamese (VIE)																					
SUB TOTALS →	8		8	7		7															

Total Number of LEP students **Identified** in the Building in 2007-08
(Do not include long-term LEPs)

22

Total Number of LEP students **Served** in the Building in 2007-08
(Do not include long-term LEPs)

Bilingual

22

ESL

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007 – 2008

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2007-2008				Number of Teaching Assistant Paraprofessionals*		Sub- Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers*		Bilingual Program	ESL Program	
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program			Bilingual Program
PS 140 Nathan Straus		1					1
TOTALS		1					Grand Total

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)
 Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.
 ** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.
 *** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). They should reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

Seven Grade Student Schedule 2008 – 2009 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: ONE

School Building: PS 140

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00 To:8:37	Subject (Specify) Literacy Small Group	Subject (Specify) Literacy Small Group	Subject (Specify) Literacy Small Group	Subject (Specify) Literacy Small Group	Subject (Specify)
2	From:8:37 To:9:25	Subject (Specify) ELA Reading	Subject (Specify) ELA Reading	Subject (Specify) ELA Reading	Subject (Specify) ESL Reading	Subject (Specify) ELA Reading
3	From: 9:25 To:10:10	Subject (Specify) ELA Read aloud	Subject (Specify) ESLReading	Subject (Specify) ELA Writing	Subject (Specify) ELA Writing	Subject (Specify) ELA Writing
4	From: 10:10 To: 10:55	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL Writing Part I
5	From: 10:55 To: 11:40	Subject (Specify) ESL Reading Part I	Subject (Specify) Math	Subject (Specify) ESL Writing workshop	Subject (Specify) Math	Subject (Specify) Math
6	From: 11:40 To: 12:30	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Science
7	From: 12:40 To: 1:30	Subject (Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 1:30 To: 2:15	Subject (Specify) ESL Reading workshop Part II	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) ESL Writing Part II
9	From: 2:15 To: 2:57	Subject (Specify) Science	Subject (Specify) Spanish	Subject (Specify) Spanish	Subject (Specify) Spanish	Subject (Specify) Science

Eighth Grade Student Schedule 2008 – 2009 ESL

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advance

School District: ONE

School Building: PS 140

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00 To:8:37	Subject (Specify) Literacy Small Group	Subject (Specify) Literacy Small Group	Subject (Specify) Literacy Small Group	Subject (Specify) Literacy Small Group	Subject (Specify)
2	From:8:37 To:9:25	Subject (Specify) ELA Reading	Subject (Specify) ELA Reading	Subject (Specify) ELA Reading	Subject (Specify) ESL Reading	Subject (Specify) ELA Reading
3	From: 9:25 To:10:10	Subject (Specify) ELA Reading	Subject (Specify) ELA Reading	Subject (Specify) ELA Writing	Subject (Specify) ELA Writing	Subject (Specify) ELA Writing
4	From: 10:10 To: 10:55	Subject (Specify) Math	Subject (Specify) ESL Reading	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) ESL Writing
5	From: 10:55 To: 11:40	Subject (Specify) ESL Reading	Subject (Specify) Math	Subject (Specify) ESL Writing workshop	Subject (Specify) Math	Subject (Specify) Math
6	From: 11:40 To: 12:30	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Social Studies	Subject (Specify) Science	Subject (Specify) Science
7	From: 12:40 To: 1:30	Subject (Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 1:30 To: 2:15	Subject Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
9	From: 2:15 To: 2:57	Subject (Specify) Science	Subject (Specify) Spanish	Subject (Specify) Spanish	Subject (Specify) Spanish	Subject (Specify) Science

Fourth Grade Students Schedule 2008 – 2009 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: ONE

School Building: PS 140

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 8:37	Literacy Small Group	Literacy Small Group	Literacy Small Group	Literacy Small Group	
2	From: 8:37	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 9:25	ESL Read aloud	ESL Reading Workshop	ESL Reading/Writing	ELA Reading	ESL Writing workshop
3	From: 9:25	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:10	ELA Writing	ELA Reading	ELA Reading/Writing	ESL Writing workshop	ELA Writing
4	From: 10:10	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 10:55	Math	Math	Math	Math	Math
5	From: 10:55	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 11:40	Math	Math	Math	Math	Math
6	From: 11:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
7	From: 12:40	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 1:30	ESL Reading group	Performance art	Gym	Science Cluster	ESL Writing
8	From: 1:30	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:15	Social Studies	Social Studies	Social studies	ESL Writing	Performance Art
9	From: 2:15	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 2:57	ESL Reading Workshop	ELA Writing	ELA Writing	Social Studies	Social Studies

**Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
– School Year 2008-2009**

Form TIII – A (1)(a)

Grade Level(s) 4 - 8 _____ **Number of Students to be Served:** _____ **15** _____ **LEP** _____ **Non-LEP**
Number of Teachers _____ **1** _____ **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 140 implemented a Title III Extended Day Enrichment Program for 15 (Grades 4 - 8 students needing further language skills development, academic improvement and social adjustment. A focus was made in literacy instruction, with a concentration on reading and writing. The goal of the Title III funded program was to provide students a wider range of opportunities to practice the English language in a smaller group setting after school hours.

The Title III program service provider is, Ming Liang – ESL teacher in P.S. 140. Ms. Liang worked collaboratively with the classroom teachers and literacy coaches to design an enrichment program that would meet the needs of the ELL population in the school. It is projected that the same type of Title III program will be offered to ELL students in SY 2008– 2009. The focus of these activities is to enhance academic achievement through active engagement. The goal of this program is to provide students more opportunities practicing their English in a smaller group to help promote higher self-confident. The students will apply their strategies to work in different settings. The students will learn to observe, analyze, and conduct non-fiction research to create their final project. Research indicates that using language in different contexts help students acquire language skills through explicit instruction for ELL's (cummings, 1996). When the teacher supports the students in a school environment, it demonstrates that learning will take place and the students will be working within his or her zone of proximal development (Vygotsky, 1996).

Research also shows that it takes more than three years to learn a new language. Students need to be exposed to language skills and activities that focus on the student needs. Dramatized activity, illustrations, and visual stimulations not only motivate students to be active learners, but it also augments students self – esteem. The proposed Title III program will be offered to ELL students after school hours. Students will attend the program 3 days per week – 2 hours per day – for 36 weeks. The program will service 15 ELL students selected by the ELL teacher (Level I students). At the end of this program, the Ells will have to opportunity to present their books orally to the class using all their newly learned strategies.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ELL teacher in conjunction with the school's literacy coaches will develop professional opportunities for the staff after school hours during SY 2008-2009. A study group activity for teachers will be conducted to provide them with strategies that could be used in the general education and special education classes to address the language development needs of the school's ELL students. The study group, as was the design in SY2007-2008, will meet on Friday for a total of 7 sessions – 1 hour per session. At the end of the study group sessions, the staff attending the sessions will enumerate a list of ESL strategies that could be used in the content areas in general and special education classes by monolingual teachers. The staff that participate in the study group will be compensated at a per session rate, with school fund, not the Title III funding source

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	10739.52 with fringe	1 teacher x 6 hours per week x 36 weeks = 216 session hours @ \$49.72 per hour = 10739.52
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4,260.48	Instructional supplies(Book project kits), journals, professional books, Camera, markers.
Travel		
Other		
TOTAL	15000 with fringe	

SECTION XVII

BUDGET NARRATIVE

School District ONE For Title III

BEDS Code 0100010140310100

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	1 teacher x 6 hours per week x 36 weeks = 216 session hours @ \$49.72 per hour = 10739.52 ELL after school program for beginner Ells in grades 4 - 8.
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	\$4,260.48 Instructional supplies(Book project kits), journals, professional books, Camera, markers.
<i>Code 80 Employee Benefits</i>	
<i>Code 90 Indirect Cost</i>	
<i>Code 49 BOCES Services</i>	
<i>Code 20 Equipment</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A review of the ethnic data provided by the NYC DOE and Bilingual Education Information Survey (BESIS) generated the needed information to survey the written and oral interpretation needs of students and parents in P.S. 140M. Therefore, an effort has been made to provide translation and interpretation service to parents. Bilingual staff members have been assigned to translate letters, notices and programmatic information deemed necessary for parental edification.

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

The major findings of the school's written and oral interpretation needs have indicated some parents are in need of translation and interpretation services. The school has made an effort to provide bilingual translators in Spanish, Bengali and Chinese. Letters and notices are also provided in the native language of parents during the school year. The findings related to the school's needs were reported to the parents in School Leadership Team (SLT), PTA and Back to School Night meetings.

Part B: Strategies and Activities

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

P.S. 140M will provide written translation of all letters forwarded to parents during the school year. The letters will focus on student achievement, parental workshops, and correspondence focusing on student assessment, social adjustment and special school events. The school administration will ascertain that priority is given to the duplication and mailing of all translated information. The translation of letters and notices will be provided by P.S. 140M staff.

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

P.S. 140M will be responsible for providing interpretation services to parents who require language assistance in their native tongue. The services will include information related to parental rights, curriculum review, testing information, and student progress and welfare. Signs and posters will be placed in strategic areas of the school building providing the names of interpreters and where they can be found during the school day. The signs and posters will be in various languages for parental review. The interpretation services will address the need of interpreters for parents who require assistance to communicate with the administration and staff.

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

Signs and posters in various languages (Spanish, Bengali and Chinese) will be conspicuously posted throughout the school building indicating the translation and interpretation services offered in the school. This step will fulfill the stipulations set forth in Section VII Chancellor's Regulations A-663.

BUDGET PLAN FOR TRANSLATION/INTERPRETATION SERVICES

ISC/District: Manhattan/1

School: P.S. 140

Allocation: Tax Levy / Title I

Name of Person Preparing the Form: Esteban J. Barrientos

Telephone Number: (212) 677-468 E-mail address: ebarrie@schools.nyc.gov

Principal's Signature: Esteban J. Barrientos

Daniella Phillips: Community Superintendent – CSD1

WRITTEN TRANSLATION NEEDS ASSESSMENT

In this box describe how you conducted your assessment of written translation needs and your major findings.

A review of the ethnic data provided by the NYC DOE, NYS DOE and the Bilingual Education Student Information Survey (BESIS) generated the information needed to survey the written and oral interpretation needs of the students and parents in P.S. 140M. Not all of the translated information provided by ISC Manhattan addresses the aspects of program development, parental workshops and other pertinent information that must be disseminated to the parents in the school. Therefore, an effort has been made to translate letters, notices, programmatic information deemed necessary for parental edification.

PROPOSED WRITTEN TRANSLATION SERVICES

In this box, describe the written translation services you plan to provide, and how they meet identified needs.

P.S. 140M will provide written translation of all letters forwarded to parents during the school year, which address student achievement, parental workshops, and correspondence focusing on student assessment, social adjustment and special school events. The school administration will ascertain that priority is given to the duplication and mailing of all translated information. The translated services will be provided by the ELL teacher, Chinese; foreign language teacher, Spanish; and music teacher, Russian. Special arrangements will be made to have a staff member from a neighboring school translate information in Bengali.

ORAL INTERPRETATION NEEDS ASSESSMENT

In this box describe how you conducted your assessment of oral translation needs and your major findings.

Please refer to "Written Translation" Needs Assessment, since both the written and oral interpretation needs are addressed in the specified section.

PROPOSED ORAL INTERPRETATION SERVICES

In this box, describe the oral translation services you plan to provide, and how they meet identified needs.

The school will be responsible for providing interpretation services to parents who require language assistance in their native language. The services will include information related to parental rights, curriculum review, testing information, and student progress and welfare. P.S. 140M will post in a conspicuous location, near the main entrance to the school, signs and posters in each of the covered languages (Spanish, Chinese, Bengali, Russian) where interpretation services can be obtained in the school building. The school's Safety Plan will contain procedures for securing that parents in need of language assistance services are not precluded from reaching the school's administrative offices because of language barriers. The interpretation services will address the need of parents who visit the school and require this method of communicating with the administration or staff.

BUDGET NARRATIVE: What you will buy with the funds and how you will use what you budget?

Examples:

- **Family assistant bulk job: 1 Urdu speaking family assistant to translate materials at 2 hours per week for 10 weeks.**
- **Contractual services: purchase of services to translate parent handbook**

Budget Category	Explanation
<u>Personnel</u> such as teacher per session or paraprofessional (bulk jobs)	TAX LEVY: 28 hours x \$42 per hour = \$1,175 TITLE I: 42 hours x \$42 per hour = \$1,774
<u>Purchased services</u> such as contractual translation or interpretation services	Contracted vendors only N/A
<u>Supplies and materials</u>	N/A
<u>Local travel</u> for staff providing translation/interpretation services	Not Applicable
TOTAL	\$2,949

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009: **\$398,890**
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program: **\$3, 958**
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified: **\$19,790**
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year: **100%**
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

REFER TO PAGES 10 THROUGH 13

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

REFER TO PAGES 10 THROUGH 13 AND PAGES 15 THROUGH 17

3. Instruction by highly qualified staff. **REFER TO PAGE 8** (100% of staff is highly qualified)

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **On-going professional development is offered to all staff focusing on literacy, mathematics, social studies and science. Staff personnel attend workshops and seminars offered in the district, Integrated Service Center – Manhattan and local colleges and universities throughout the school year.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **Open House sessions will be held for prospective teachers to visit and observe the learning environment in the school. Emphasis will be placed on the importance of structured program and high expectations and commitment necessary to assume a teaching position in P.S. 140M.**
6. Strategies to increase parental involvement through means such as family literacy services. **The school administration is committed to offer parents an opportunity to become partners in the education of their children. Meetings will be held with the P.T.A. and School Leadership Team (SLT) to discuss ways the school can better address the needs of the parents. Parent workshops will be held by the literacy coach, Parent Coordinator and the School Administration throughout SY 2008 – 2009 to provide edification regarding school programs and the evaluation process used to measure student achievement.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **P.S. 140M has a Universal Pre-kindergarten Program funded by the NYS DOE. The program has a registration of 18 students who are exposed to balanced literacy and mathematics programs. The teacher and paraprofessional are highly trained professionals who implement pedagogical practices approved by the NYS DOE and NYC DOE. The school also houses a Head Start Program that registers students in the school's Universal Pre-kindergarten Program on annually. Recruitment is accomplished by inviting parents of Head Start and other program to visit P.S. 140M to tour the school and observe the pre-kindergarten program during a regular school day.**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **The school administration and literacy and mathematics coaches provide teachers professional development and training on the use of assessment data. Since student assessment data drives instruction, it is imperative that teachers become knowledgeable in the use and interpretation of data to plan and implement successful academic programs. Teachers are provided with a comprehensive review of all assessments used in the school, e.g. NYS ELA an MATH, QRI, WRAP, ECLAS, E-PAL, Columbia University Teacher's College Literacy Assessment, and Running Records.**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. **At the end of the school year, students are identified for intervention services that focus on academic achievement. An Academic Intervention Service Program (AIS) is developed and identifies all students in need of intervention in grades 1 through 8. Identified students are encouraged to attend the school's Extended Morning Program offered Monday through Thursday from 8:00 to 8:37 A.M. from September 2008 though June 2009. The school also provides for After School Programs (Title I and 21st Century Middle School Program) that provide for academic intervention in ELA and Mathematics. NYC DOE approved materials are used in both programs to plan for success. The school also provides for and AIS Program that services students 2 periods per week in ELA and Mathematics.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I and Contract for Excellence funds are used to augment professional development and training during the school year. The Integrated Service Center also provides training for staff in related services, e.g. counseling and support services for students. The school presently has a nutrition committee that includes parents, students and staff and provide the school dietician with input and feedback in the planning of breakfast and lunch programs in the school.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS - N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: SINI YEAR 1 SURR¹ Phase/Group (If applicable): N/A

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. **Afro-American and Special Education students were found to be below the required AYP set by the NYS Education Department in their 2006-2007 Progress Report.**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. **Please refer to AIS Description of Academic Intervention Service on page 14.**

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated **Title I allocation = \$395,890; 10% of Title I allocation = \$39,589**
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement

Professional Development will be offered by Literacy Support Systems, Inc. to staff in grades 4 through 8 and provide literacy strategies to augment reading comprehension, inference and vocabulary skills.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. **Teacher mentors will provide teacher mentoring to the two newly assigned teachers in the school by emphasizing quality instruction methodologies and practices throughout the school year.**
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. **Parents will be provided with letter notification and meetings throughout the school year to keep them apprised about the school's SINI status and interventions taken to improve.**

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix. N/A

SURR Area(s) of Identification: _____ **N/A**

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
	N/A	

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **The school's Inquiry Team will review ELL test data and will monitor student progress during the school year. A specific cohort of ELL students in grades 3 through 8 will be provided with additional enrichment activities in ELA and on-going evaluation of the strategies used will be reviewed by the Inquiry Team.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The results of the NYSESLAT indicate that ELL students require more literacy intervention to improve their literacy proficiency.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school Inquiry Team will address the school's concern regarding ELL students and their need for additional support in literacy instruction.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation)

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highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **The school will review the NYS Mathematics Standards and compare them to the content contained in the mathematics materials being used in the school – *Everyday Mathematics* and *Impact Mathematics* and ascertain if the mandated strands are being covered during the school year in kindergarten through grade 8.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

It is felt that P.S. 140's improving mathematics scores dispels the non-coordination of mathematics standards in the school's mathematics program,

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **The school administration provides for frequent observation of classroom staff, specifically in the area of ELA instruction. Teachers are expected to differentiate instruction in order to meet the academic needs of the students. The observations made indicate that the staff is working towards the differentiation of instruction. Classroom and support staff receive on-going professional development and training focusing on the differentiation of instruction school-wide.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on frequent classroom observations, on-going professional development and training and close monitoring of classroom activities, the relevance of this finding is not applicable in P.S. 140M.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. **Classroom staff is observed frequently providing mathematics instruction in P.S. 140. It has been found that the majority of classroom staff, especially in grades 6 through 8 the use of mathematics time is coordinated in the planning of daily mathematics lessons. Classroom teachers provide for individualization of instruction and direct instruction practices are limited to approximately 5 minutes per lesson. Technology is gradually being introduced in the mathematics curriculum.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Frequent classroom observations indicate that the classroom staff is providing for individualization of mathematics instruction. However, technology has not been fully integrated in the mathematics curriculum school-wide.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school is planning to use A.U.S.S.I.E. consultants to assist in the integration of technology in the mathematics curriculum. Classroom staff in grades 3 through 8 will receive professional development and training in the use of technology in mathematics instruction.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
P.S. 140 has not experienced a high turnover of staff over the years. Approximately 95% of the staff is tenured and 100% are duly certified by the NYS Education Department.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 140 has not experienced a high turnover of staff.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Based on the results of the spring 2008 NYSESLAT, the school's Inquiry Team has undertaken the task of reviewing ELL student test results and focus on developing strategies that will augment student progress in English Language Arts.

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4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school administration and school's Inquiry Team agree that professional development and training in English Language Arts is necessary for ELL staff and classroom teachers who service ELL students.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P.S. 140M will provide for school intervisitations to exemplary ELL programs, enlist the assistance of the literacy coach to provide professional development and training to the school's ELL staff and classroom teachers with ELL students. Additional support from central would benefit the efforts being made by the school in this area.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. NYSESLAT scores are discussed and disseminated to ELL and classroom staff in a timely manner. Individual pupil scores are reviewed and logged according to level for proper planning throughout the school year. The Inquiry Team has assumed the task of reviewing ELL student progress and suggesting strategies that will assist in the improving English Language Arts proficiency.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

NYSESLAT scores are reviewed and discussed with the staff in a timely manner. Individual ELL student results are logged based on the ability level of the students.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Additional support (professional development and training) from central would assist in addressing the needs of ELL students.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
A survey of the staff in June 2008 indicated that further assistance is needed in the interpretation of IEP's by general education teachers.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom teachers would welcome additional edification in the interpretation of IEP's in order to effectively plan lessons that meet the needs of special needs students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Additional professional development and training offered by central is being requested to address this specific school need.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
General Education staff need additional assistance in the review of IEP's and their use in planning daily lessons for special needs students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

General Education teachers have not received sufficient training to design classroom programs that meet the needs of Special Education students.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P.S. 140M is requesting central to develop a series of professional development and training sessions for General Education teachers in the interpretation and use of IEP's in their daily planning.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 14, 2008** Email address: **ebarrie@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	01M140
School Name	The Nathan Straus Prep. School - P.S. 140
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 174,757
Principal Name	Esteban J. Barrientos
Principal Email	ebarrie@schools.nyc.gov
Principal Phone	2126736079

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT)

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers \$ 174,757

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
- No

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years teacher/principal assignment)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
- No

Please describe the program.

The Contract for Excellence Coaches will provide professional development to classroom staff as follows: 2 Reading Intervention Specialists provide professional development to the staff in the area of reading strategies to improve overall reading ability - Reading Specialists: Susan McMurphy devoted to Professional Development: \$39,611 and Nereida Vergara - 45% of time devoted to Professional Development: \$44,562. Literacy Coaches provide professional development in balanced literacy to the staff - Literacy Coaches: Patricia Werner - 50% of time devoted to Professional Development: \$49,513 and Jill Markowitz - 41.3% of time devoted to Professional Development \$20,448. Science Coach will provide professional development to classroom teachers in grades kindergarten through grade 5 - Joellen Schuleman - 20% of time will be devoted to Professional Staff Development: \$19,805. Professional Publications will be purchased for use by the reading specialists, literacy coaches and science coach in the implementation of professional development activities during SY 2007/2008 - \$818.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Classroom teachers will be afforded the opportunity to attend additional in-school professional development, since the coaches will have a percentage of their programs devoted to planning and implementing staff development initiatives.

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (or appropriately certified school leadership coaches, with records of demonstrated success, providing instructional development across all curriculum areas)?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
- No