



PUBLIC SCHOOL 120

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (14/BROOKLYN/14K120)

ADDRESS: 18 BEAVER ST, BROOKLYN, NY 11206

TELEPHONE: 718-455-1000

FAX: 718-574-6637

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 120 **SCHOOL NAME:** Magnet School for Multi-Cultural Education

SCHOOL ADDRESS: 18 Beaver Street, Brooklyn, NY 11206

SCHOOL TELEPHONE: 718-455-1000 **FAX:** 718-574-6637

SCHOOL CONTACT PERSON: L. Caraballo **EMAIL ADDRESS:** lcaraba@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Robyn Sutera-Engel</u>
PRINCIPAL:	<u>Liza Caraballo</u>
UFT CHAPTER LEADER:	<u>Victor Mogielnicki</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Maria Flores</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u></u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 **SSO NAME:** Community Learning Support

SSO NETWORK LEADER: Margarita Nell

SUPERINTENDENT: James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Liza Caraballo-Suarez	*Principal	
Victor Mogielnicki	*UFT Chapter Chairperson	
Maria Flores	*PA/PTA President	
Jerry Marcus	Title I Parent Representative	
Mille Rodriguez	DC 37 Representative	
N/A	Student Representative <i>(optional for elementary and middle schools)</i>	N/A
N/A	CBO Representative, if applicable	N/A
Robyn Sutera-Engel	Member/Teacher/Chairperson	
Lorraine Caquias	Member/Teacher/Co-Chairperson	
Lydia Arnold	Member/Para-professional	
Maria Munoz	Member/ Para-professional/Time Keeper	
Hazel Ordanez	Member/Parent/Secretary	
Maria Peneda	Member/Parent	
Belem Andon	Member/Parent	
Emilia Ortiz	Member/Parent	
	Member/Parent	

Signatures of the members 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.

* Core (mandatory) SLT members.

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.

Public School 120 is a Magnet Multicultural School for Social Studies and the Arts. This focus promotes multicultural awareness and understanding through social studies and the arts. Using this increased understanding of their own and others' cultures, for learning and growing, we believe that children will develop into better citizens of the word community.

PS 120's Greatest Accomplishments:

- Moving from a SINI/Corrective Action school six years ago and maintaining the status in our achievement growth since.
- Changing from a distinctly traditional model of instruction to embracing a more collaborative and constructivist framework.
- The establishment of a professional community of learners focused on academic instruction. The staff works collaboratively as a team in conjunction with the Administration to support each other to achieve better student outcomes. Culture within the building places a high value on professional learning and hard work.
- The development of teachers taking more ownership and responsibility for effecting greater student outcomes.
- The ongoing process of targeting the needs of subgroups, such as special education, ELL.
- Professional development team (including mentors) is comprised of expert teachers who work in classrooms with teachers and students and share facilitation of faculty/grade level meetings. Teachers share practices collegially and collaboratively to further the gathering of effective assessment data.
- School Leadership Team developing distributive leadership skills in developing the CEP collaboratively.

School Vision and Mission

Public School 120 is committed to the pursuit of academic excellence and the positive social development of all our students. We are dedicated to assisting every child reach and surpass the new standards. Each child is seen as an individual with unique talents and abilities which need to be developed.

We believe that all students should be in a rigorous academic program and involved in all school activities. We feel that enrichment is needed in order to engage every child. By promoting multicultural awareness and understanding through social studies and the arts, we hope to increase our students' understanding of their own and others' cultures.

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:	P.S. 120 Carlos Tapia								
District:	14	DBN:	14K120	School BEDS Code:	331400010120				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	52	54	54		94.5	94.8	TBD		
Kindergarten	61	65	80	Student Stability - % of Enrollment:					
Grade 1	67	65	69	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	84	79	63		94.9	94.9	TBD		
Grade 3	76	84	76	Poverty Rate - % of Enrollment:					
Grade 4	74	78	84	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	67	64	75		88.6	88.6	TBD		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		4	35	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	7	3		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	2	0	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	483	489	502						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	33	34	30	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	34	37	42	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	8	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	41	42	TBD		
# receiving ESL services only	126	128	128						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	8	26	Number of Administrators and Other Professionals	10	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	7	TBD
Overall Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	73.2	81.0	TBD
				% more than 5 years teaching anywhere	56.1	54.8	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	90.0	90.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		98.6	98.8	TBD
Black or African American	14.7	11.7	10.8				
Hispanic or Latino	82.4	84.5	85.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	1.6	2.0				
White			0.4				
Male	47.6	47.2	51.4				
Female	52.4	52.8	48.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	88.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the Overall Score)</i>	14.8	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the Overall Score)</i>	17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	50.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	6	Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

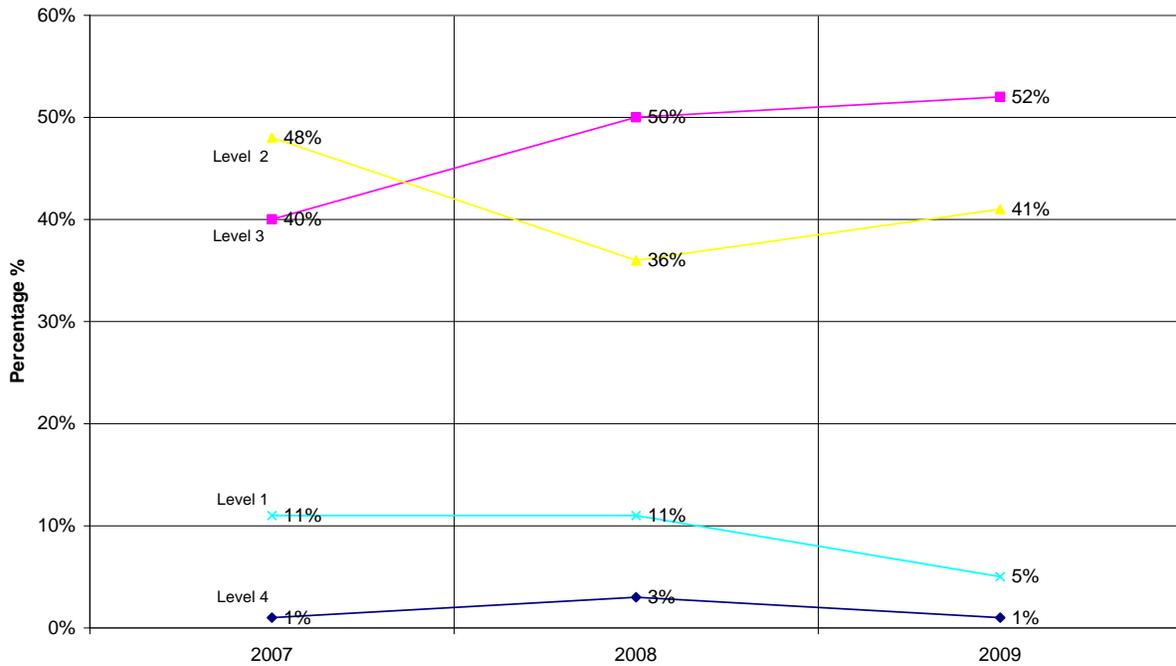
- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Literacy:

ECLAS-2 results in 2008 showed that students in grades K -3 needed the most help in vocabulary development and spelling. Teachers surveyed in the lower grades also felt that students most needed help in writing mechanics, reading comprehension and listening comprehension. Reading skills to be improved are:

- Finding the Main Idea
- Author's Purpose
- Making Inferences
- Drawing Conclusions
- Using Words in Context

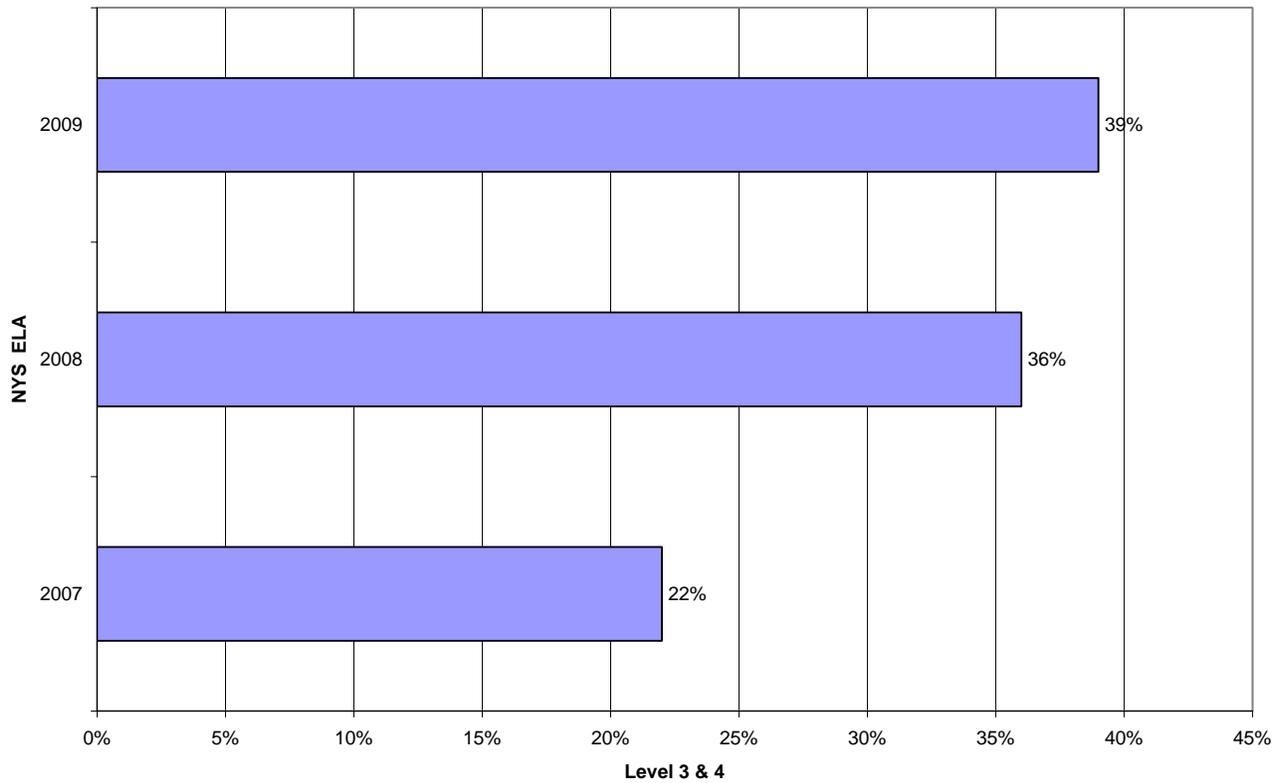
ELA (Grade 3-5)



Trends in the NYS ELA data show an improvement in student performance from 2007-2009. In 2008, the percentage of students performing at Level 2 decreased by 11.7. In 2008, the percentage of students performing at Level 3 increased by 9.6%.

In 2009, the percentage of students performing at Level 1 decreased by 6%. Inversely, the percentage of students performing at Level 2 increased by 5% and the percentage of students performing at Level 3 increased by 2%.

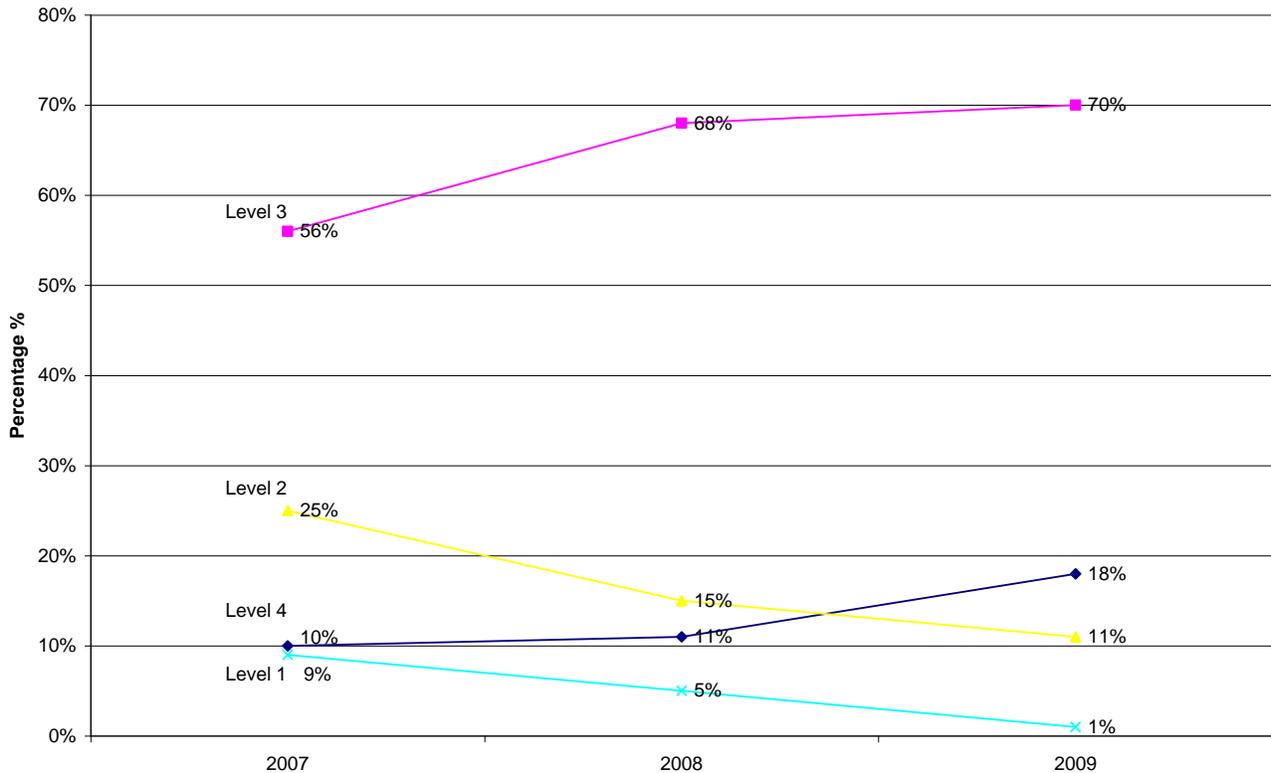
Students with Disabilities



For two consecutive years, Students with Disabilities performing at Levels 3 and 4 have made significant increases. In 2008, the percentage of students performing at Levels 3 and 4 rose 14%. In 2009, students performing at Levels 3 and 4 increased by a 3%.

Mathematics:

MATH (Grades 3-5)

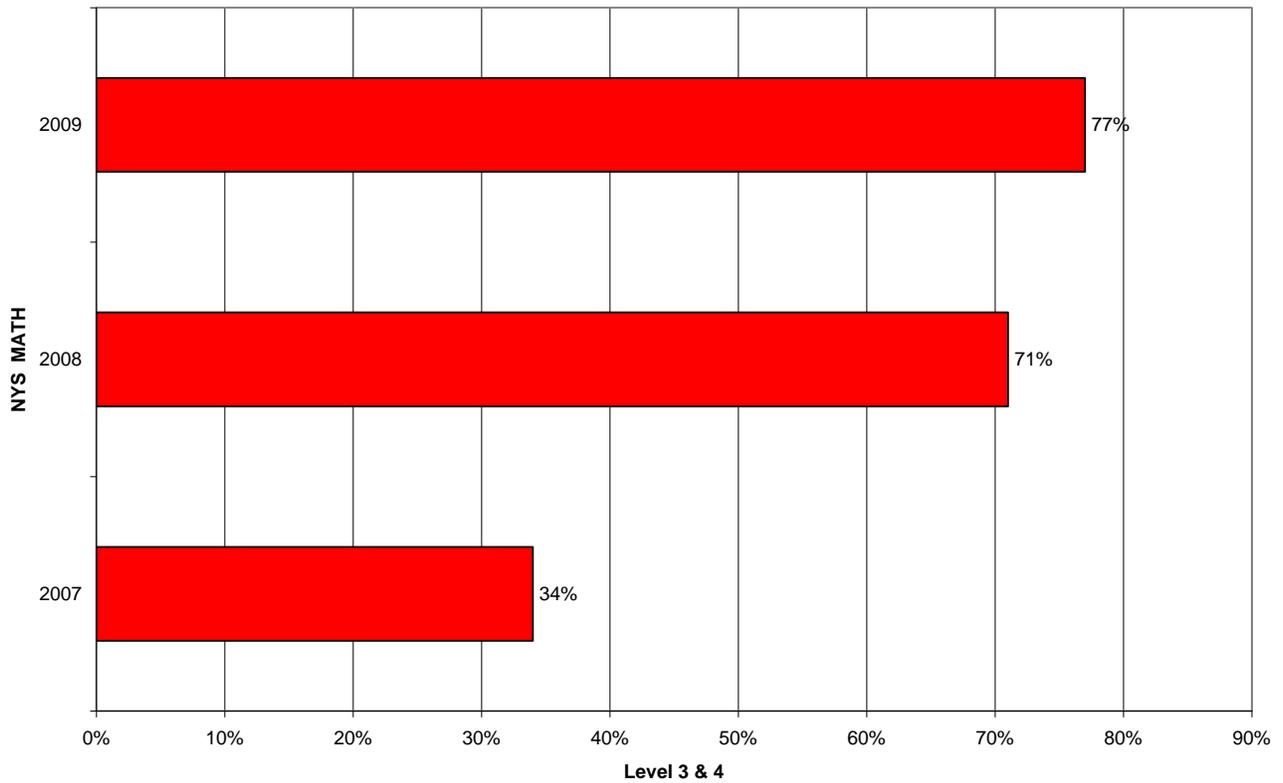


Trends in the NYS Math data show an improvement in student performance from 2007-2009.

In 2008, the percentage of students performing at Level 1 decreased by 4%, and the percentage of students performing at Level 2 decreased by 10%. Inversely, in 2008, the percentage of students performing at Level 3 increased by 12%.

In 2009, the percentage of students performing at Level 1 decreased by 4%, and the percentage of students performing at Level 2 decreased by 4%. Inversely, the percentage of students performing at Level 3 increased by 2% and the percentage of students performing at Level 4 increased by 7%.

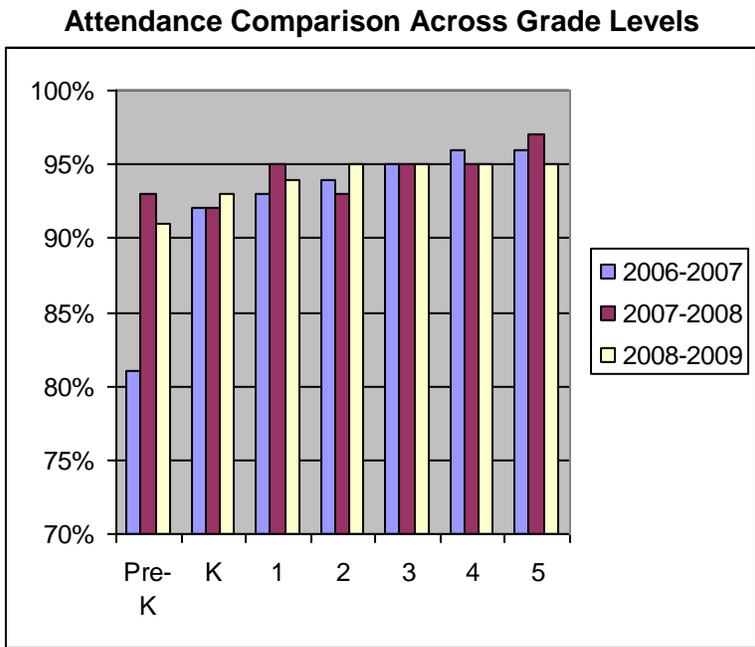
Students with Disabilities



For two consecutive years, Students with Disabilities performing at Levels 3 and 4 have made significant increases. In 2008, the percentage of students performing at Levels 3 and 4 rose 37%. In 2009, students performing at Levels 3 and 4 increased by a 6%.

Attendance:

	Pre-K	K	1	2	3	4	5
2006-2007	81%	92%	93%	94%	95%	96%	96%
2007-2008	93%	92%	95%	93%	95%	95%	97%
2008-2009	91%	93%	94%	95%	95%	95%	95%



A consistent increase in our student attendance parallels our steady increase in ELA and Math scores. An analysis of the data indicates that attendance has remained above 90% for the prior five years. Our attendance rate remains higher than those of similar and city schools. We would like to see a continuing improvement in the number of students with 16 or more absences who are mostly in the lower grades.

Based on the attendance data, the following are implications for our instructional program:

- Continuation of activities to improve attendance thereby increasing instruction time
 - ✓ Home contact by our AIDP family worker
 - ✓ Attendance incentives
 - ✓ Daily announcements
 - ✓ Assemblies

Parent Involvement:

Parents want to be involved in all aspects of their children’s education. Parents expressed a desire to improve their own skills so that they may better help their children at home. Our parent coordinator organizes workshops for parents on topics of interest and assists them with any issues of concerning their children.

Feedback received from parents at leadership meetings, workshops and meetings with our PA and individual parents indicate the following:

- Continuation of workshops in Literacy, Mathematics, Technology, health issues and current concerns
- Continuation of parent coordinator as school liaison.
- Continuation of Learning Leaders Program
- Continuation of parent representation on Leadership Team
- Continuation of informational conferences and meetings

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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: To improve our Literacy program so that all students attain the necessary reading, writing, listening, speaking and viewing skills in order to meet the English Language Arts Performance Standards.

Objectives:

#1. To improve the reading, writing, listening, speaking and listening skills of all students so that by June 2010:

- a. we will achieve the ELA performance index of 154
- b. 55% of all students grades 3, 4, and 5 will attain performance levels 3 and 4 as indicated by the NYS ELA exams.
- c. 50% of all students grades K, 1 and 2 will master the ECLAS end-of-year grade level activity benchmarks

#2 To maintain and improve our ESL instruction program for ELL students so that by June 2010, 34% of these students will show progress by moving up one or more levels as indicated by the NYSESLAT.

Goal: To improve the mathematics program at PS 120 so that all students acquire the essential skill in mathematics to meet the rigorous performance standards.

Objectives:

- #1 To improve our comprehensive mathematics program so that by June 2010:
 - a. we will achieve a performance index in mathematics of 189
 - b. 80% of all students in grades 3, 4, and 5 will attain performance levels 3 and 4 as indicated by the NYS Math exams.
 - c. To increase the number of k-5 students making at least one years growth measured on *Every Day Math* open response tasks
 - d. All students in grades k-5 will achieve one years progress as measured by achieving at least a level 2 on end of the year *Every Day Math* Assessments.

Goal: To provide continuing attendance services for all students at PS 120.

Objective: To maintain school attendance above 90% and to improve attendance for those students with 16+ absences as measured by ATS reports.

Goal: To strengthen the bond between the home and school through promoting parent involvement and participation in all aspects of school activities.

Objective: To increase the participation of parents at workshops, meetings, school wide activities and parent/teacher conferences by 5%.

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 2009-10 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, Corrective Action, Restructuring, 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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve our Literacy program so that all students attain the necessary reading, writing, listening, speaking and viewing skills in order to meet the English Language Arts Performance Standards.</p> <p>Objectives: #1. To improve the reading, writing, listening, speaking and listening skills of all students so that by June 2010:</p> <ul style="list-style-type: none"> a. we will achieve the ELA performance index of 154 b. 55% of all students in grades 3, 4, and 5 will attain performance levels 3 and 4 as indicated by the NYS ELA exams. c. 50% of all students grades K, 1 and 2 will master the ECLAS end-of-year grade level activity benchmarks <p>#2 To maintain and improve our ESL instruction program for ELL students so that by June 2010, 34% of these students will show progress by moving up one level or more, as indicated by the NYSESLAT.</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>	<ul style="list-style-type: none"> • All classes will continue to implement the Balanced Literacy Program consisting of : <ul style="list-style-type: none"> ✓ Independent Reading/Writing ✓ Shared Reading ✓ Read Aloud (with Accountable Talk) ✓ Guided Reading ✓ Interactive Writing ✓ Word Study • Intervention Services will be provided to target at-risk students, determined by ECLAS, running records, NYS ELA, and teacher recommendations. • Continued staff development on reading conferring strategies and small group instruction • Staff development on running record implementation and miscue analysis in order to effectively differentiate reading instruction • Using Acuity to design custom assessments and instructional lessons to meet individual needs • Staff development on the use of the Student Growth Monitor to track student growth • Continued implementation of a guided reading program.

	<ul style="list-style-type: none"> ✓ Formation of a teacher Guided Reading Committee ✓ Purchasing of guided reading books and materials available to all teachers. ✓ Ongoing professional development on guided reading for classroom and intervention teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Literacy Coach will provide ongoing professional development supporting all components of Balanced Literacy Program. (Title I ARRA SWP & Title I SWP) • <i>Words Their Way</i> professional literature, student materials, and training workshops were purchase to provide teachers with all necessary resources to implement a school-wide Word Study Program. (C4E, FSF, NYSTL) • <i>Foundations</i> will be utilized during the Extended Day Program, grades k-2 to provide extra support for phonics and grammar instruction. Teachers have attended training workshops provided by the Office of Special Education Initiatives. (Core Curriculum & NYSTL) • Purchase of the Student Growth Monitor, in order to effectively facilitate tracking of students reading progress. Ongoing Professional Development on using the Student Growth Monitor will be provided by Literacy Coach and AIS Leader. (FSF) • Purchase of Raz-Kids Subscriptions for all first –fifth grade classrooms, to provide extra support for students’ decoding, fluency, and comprehension instruction. Program supports school’s Reading Workshop. Professional Development was provided by Literacy Coach and AIS Leader. (NYSTL) • Multi-Media lab will be refurbished with new computers, tables and updated software. (NYSTL, FSF)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Reading Levels, as tracked by the Student Growth Monitor three times a year • Analysis of teachers’ reading conference notes through common weekly preps • Monitoring students progress by the Aquity tier level progression • Consistent review of formal and informal observations of Guided Reading and Reading conferences

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the mathematics program at PS 120 so that all students acquire the essential skill in mathematics to meet the rigorous performance standards.</p> <p>Objectives:</p> <p>#1 To improve our comprehensive mathematics program so that by June 2010:</p> <ol style="list-style-type: none"> a. we will achieve a performance index in mathematics of 189 b. 80% of all students in grades 3, 4, and 5 will attain performance levels 3 and 4 as indicated by the NYS Math exams. c. To increase the number of k-5 students making at least one year’s
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	<p>growth measured on <i>Every Day Math</i> open response tasks</p> <p>d. All students in grades k-5 will achieve one years progress as measured by achieving at least a level 2 on end of the year <i>Every Day Math</i> Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ▪ Focus on building students’ abilities to write, think, and reason mathematically with open response tasks ▪ Scaffolding students with open response tasks within Polya’s problem solving sequence “Read, Plan, Do, Check” ▪ Use of formative/summative assessments to inform differentiation during daily tiered Every Day Math lessons ▪ Embed test prep within daily lessons through monthly calendars using NYC Planning Guide references ▪ Focus on looking at student work collaboratively to build further understanding of aligning data to instruction –using Writing samples and rubrics/ using Mathematics Open Response samples and rubrics.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ▪ Everyday Mathematics will be utilized in grades Pre-K – 5th. It is a standards-based math program, which promotes repeated exposure to new concepts and skills to foster mastery. (Core Curriculum) ▪ Ongoing Professional Development with be provided by an AUSSIE Educational Consultants, for all teachers and school administrators focusing on assessment, looking at students work, intervention and comprehension strategies, sequence of development of concepts in all strands, differentiation, writing mathematically, action research study to align data to instruction through intensive planning for and implementation of effective teaching and learning strategies for specific children based on data analysis. (C4E) ▪ Multi-Media lab will be refurbished with new computers, tables and updated software. (NYSTL & FSF)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ▪ Students’ writing on Exemplars and Open Response tasks indicates increase performance levels on each Checklist of results over year 2009-2010 ▪ Monitoring students progress by the Aquity tier level progression ▪ Tracking and Analysis of Everyday Math End of Unit Assessments

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To provide continuing attendance services for all students at PS 120. Objective: To maintain school attendance above 90% and to improve attendance for those students with 16+ absences as measured by ATS reports.</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>	<ul style="list-style-type: none"> ▪ Monitoring of all absences and lateness by the AIDP family worker, including phone contact, letters and home visits ▪ Parents of students with excessive absences will meet with Attendance Committee, in order to formulate an individualize attendance plan. Minutes of all Attendance meetings are taking and signed by parents and committee members. ▪ Attendance incentives are rewarded to classes with the highest attendance each month ▪ 100% class attendance is celebrated during daily announcements, and posted on attendance bulletin board ▪ Students with high attendance are acknowledged during annual awards assembly ▪ Special activities will be arranged to encourage attendance on half-days and before holidays (i.e. Pajama Day, Crazy Hat Day)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ AIDP Family worker reviews daily ATS attendance and lateness reports and organizes Attendance Committee meetings (FSF) ▪ Pizza Parties are rewarded as attendance incentives to the classes with the highest attendance each month (FSF)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Attendance above 90% will be maintained and 5% improvement of students with 16+ absences, as indicated by ATS attendance reports

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen the bond between the home and school through promoting parent involvement and participation in all aspects of school activities Objective: To increase the participation of parents at workshops, meetings, school wide activities and parent/teacher conferences by 5%.</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>	<ul style="list-style-type: none"> ▪ To continue the participation of parents on the School Leadership team ▪ School Leadership Parents, as well as all parents will be trained to interpret both formal and informal school data reports ▪ To continue encouragement of the Learning Leaders Program ▪ To provide translated correspondence on school news, information, and issues in all languages used in the school community ▪ To continue maintaining an open door policy with parents as they are integral partners in their children’s education ▪ To sustain viable parent membership on the school leadership team
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ▪ The Parent Coordinator will identify and communicate to principal, parents and the school community concerns, so that we may ensure issues are addressed in a timely and satisfactory manner (TL Parent Coordinator) ▪ To identify and address the needs of students and their family through outreach by the Pre-K family worker and social worker (TL Pre-K) ▪ Allocate funds for School Leadership parents to participate in educational conferences and workshops. SLT parents will turnkey information to Leadership Team and P.T.A. members. (Title I 1%) ▪ Multiple ARIS Parent Link workshops will be conducted by the parent coordinator in order to assist parents with accessing and interrupting their children’s data. ▪ Early childhood parents will be provided with COOL Culture memberships that enable the family to visit cultural intuitions in support of the school’s curriculum. (TL Pre-K & Title I 1%)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ Parent Coordinator’s binder on family activities, evaluations and parental requests. ▪ Increase in families attending Pre-K open house, orientation and workshops. ▪ An increase in attendance as reflected in the Parent/Teacher Conference log ▪ School Leadership Team binder will include greater quantity and higher quality of feedback on the work and accomplishment of the team ▪ Sustain a viable Parent Teacher Association Executive Board

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K	67	67	N/A	N/A	1	0	0	0
1	40	40	N/A	N/A	1	0	0	0
2	34	34	N/A	N/A	1	0	0	0
3	41	41	N/A	N/A	2	0	0	0
4	41	41	41	41	5	0	0	0
5	33	33	33	33	7	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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

Name of Academic Intervention Services (AIS)	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.).
ELA:	<ul style="list-style-type: none"> ▪ The Upper-Grade ELA Intervention Teacher with the aid of a paraprofessional provides small group instruction on a push-in and pull-out basis for students in grades 3-5, during the school day. In addition, the Leaptrack Program is used to support reading and vocabulary development. ▪ The Early-Childhood Intervention Teacher provides small group instruction on a push-in/pull-out basis, for students in grades Kindergarten and first, during the school day, five days a week. The Foundations program is being used to support word study instruction. ▪ The Second Grade Intervention Teacher provides small group instruction on a pull-out basis, during the school day. The Leaptrack Program is used to support reading and vocabulary development. ▪ Foundations is utilized during the Extended day program, grades k-2 to provide extra support for phonics and grammar instruction. ▪ During the Extended –day program, students in grades 3-5 receive ELA intervention using the workshop model. <i>Words Their Way</i> Literacy Activities and Games are used to provide extra support for phonics and grammar instruction. ▪ An After-School Literacy and Math Institute for at-risk students in grades 3, 4, and 5, provided extra help to improve reading, writing and math skills. During the months of January - April, this program meets twice a week and on two Saturdays.
Mathematics:	<ul style="list-style-type: none"> ▪ During the Extended-day program, students in grades k-5 receive math intervention using the workshop method. <i>Every Day Mathematics</i> activities and games are utilized. ▪ An After-School Literacy and Math Institute for at-risk students in grades 3, 4, and 5, provided extra help to improve reading, writing and math skills. During the months of January - April, this program meets twice a week and on two Saturdays.
Science:	<ul style="list-style-type: none"> ▪ Academic intervention services are provided during the school day, by the reimbursable staff through the teaching of reading and writing in the content areas.
Social Studies:	<ul style="list-style-type: none"> ▪ Academic intervention services are provided during the school day, by the reimbursable staff through the teaching of reading and writing in the content areas.

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ▪ Individual and group counseling is offered to students on the short term basis of six weeks. Services are provided with parental consent, during the school day.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ▪ Individuals in need of more intensive monitoring and guidance receive intervention, during the school day, from the Psychologist. Services are provided, with parental consent, for a short-term basis, or until mandated.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ▪ Individual and group counseling is offered to students on a short term basis. Services are provided with parental consent, during the school day.
At-risk Health-related Services:	<ul style="list-style-type: none"> ▪ The Nurse provides a series of Asthma Workshops, through out the school year for students, whom have been diagnosed with asthma. Workshops take place during the school day.

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010
Form TIII – A (1)(a)

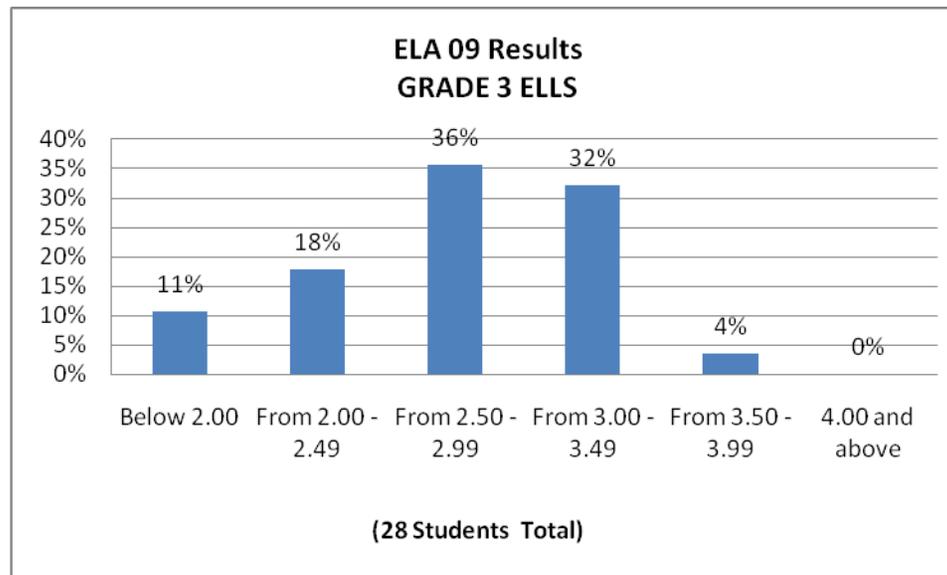
Grade Level(s) K – 5 Number of Students to be Served: 83 LEP Non-LEP
Number of Teachers 5 Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

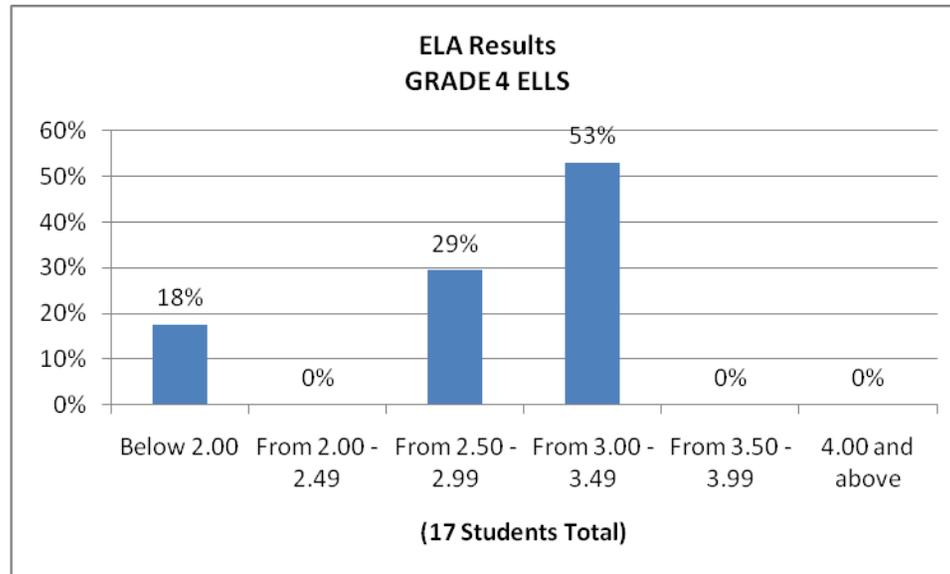
14K120 Title III, Part A LEP Program

Language Instruction Program

PS 120 currently services its ELLs through a pullout/push-in ESL model. Although we have met all AYP targets for ELLs a review of the New York State test data for students in grades 3- 5 indicates that ELL students perform at the Level 1 & 2 range in greater numbers than English Proficient students, and in particular, first time tested students. Disaggregated school data reveals that our ELL students are improving yearly and closing the achievement gap through double digit gains in ELA and Mathematics. Data analyses of results from the 2009 *ELA* show that **11%** of ELLs in grade 3 performed **below 2.00**. **18%** performed in the **2.00–2.49** range. **36%** performed in the **2.50–2.99** range. **32%** performed in the **3.00–3.49** range. **4%** performed in the **3.50–3.99** range. **0%** performed **4.00** and above.



Data analyses of results from the 2009 *ELA* show that **18%** of ELLs in grade 4 performed **below 2.00**. **0%** performed in the **2.00–2.49** range. **29%** performed in the **2.50–2.99** range. **53%** performed in the **3.00–3.49** range. **0%** performed in the **3.50–3.99** range. **0%** performed **4.00** and above. In addition, 3 of the 17 ELLs in grade 4 who took the 2009 *ELA* did not make at least one year’s progress.



Our mission is to increase the academic achievement of our English Language Learners (ELLs). In order to increase our Level 3 and 4 students we will use our Title III funding to provide an extended day program for ELLs in grades 2-5, professional development for our teachers and a parent education program. These activities will ensure the success of our ELLs in reaching challenging NYS standards.

After School Program:

To ensure that our ELLs will increase academic achievement and perform at the 3 and 4 levels on the ELA in May 2010, as well on the NYSESLAT in May 2010, our school will be providing an ESL after-school program in grades 2-5. Our target population will be ELLs who are advanced,

intermediate and high beginners. Three classes will be devoted to grades 3, 4, and 5, and one class will focus on grade 2, in order to provide early intervention to struggling ELLs who will be taking the ELA the following year. The total number of students to be serviced is 83. The four classes will comprise of: a) ELLs in grade 2 (20 students), b) ELLs in grade 3 (21 students), c) ELLs in grades 3 & 4 (22 students), d) ELLs in grade 5 (20 students). The program will meet Mondays and Wednesdays, 3:10 – 5:10 P.M., and will run from January 4, 2009 to May 5, 2009. All instruction will be conducted in English.

The following teachers will teach in the ESL after-school program: Mr. Thomas Kwai, ESL teacher; Ms. Patricia Cordero, ESL teacher; Ms. Sonia Salazar, Common Branch teacher, ESL certification pending; Ms. Lorraine Caquias, Common Branch/Science teacher; Ms. Rosina Bonneau, Common Branch/Early Childhood Intervention teacher. ESL teachers will provide ELL support for Common Branch teachers teaching in the program. The primary focus of the program will be the development of English literacy skills, increasing academic language. We will provide ELLs with experiences that will expand on the themes and topics that are being developed in the classroom. Teachers will use sheltered English strategies in order to assure the acquisition of English. Instruction will be in English and native language support will be provided. In order to assure that these programs support the instruction in the classroom; articulation between the personnel and the classroom teachers will be an essential component for these programs. Teachers involved in this program will also be part of the professional development provided to classroom teachers. Student assessments will be ongoing and include unit assessments, conferring notes, teacher observations and a post-test.

Because of the scope and priority of this program, one supervisor will be needed in order to ensure the implementation of quality instruction and differentiation of instruction. The Assistant Principal, Ms. Celina Napolitano, will be the supervisor in charge of the ESL after-school program and the Anti-Violence after-school program (non-Title III), which begins November 30, 2009 and ends February 1, 2010. Ms. Napolitano's per session pay will then be covered by Title III from February 3, 2010 to May 5, 2010. The supervisor will ensure quality of instruction and safety and security of students and teachers. The supervisor's official work hours are from 7:00 am -2:55 pm and she will supervise from 3:00 pm-4:30 pm.

Materials to be purchased:

In 2008-09, our school received the ELL Success Grant. Funding from the grant was used towards the purchase of student licenses for *Imagine Learning* and *Destination Math* educational software. This program was in addition to the core program used in the school and provided academic intervention to those ELLs that need the intervention the most. We have found success in using the educational software especially since the software programs were designed to help differentiate instruction for ELLs. Currently, there are 15 desktop computers in one of the ESL classrooms. In order to maximize usage of the educational software for all 83 students in the ESL after-school program, more computers will need to be purchased. With our Title III funds allotted for materials and supplies, we plan to purchase (6) *Hewlett-Packard* desktop computers, (3) computer tables, and (6) *Datamation* security devices. In addition, we plan to purchase *NYSESLAT* Test Prep materials for grades 4 and 5, computer-related supplies, and supplies to support writing. Our students in the Title III program will benefit from the program and will have an access to the computers throughout

the duration of the program to ensure the preparation of the students for the NYSESLAT.

Professional Development Program

All ESL teachers and classroom teachers involved in teaching the ESL after-school will participate in monthly study groups (for a total of 5 sessions) that focus on literacy, differentiated instruction, and ESL teaching methods and learning strategies. Pertinent topics of study will include *Schoolwide Data-Driven Instruction*, *Using Data to Make Instructional Decisions in the Classroom*, and *Alligning Data to Curriculum and Standards*. In addition, teachers will discuss the progress of the students and plan during common prep times as well as planning time provided during the day. Since many of the students that are participating are our Inquiry target students teachers will also discuss progress during inquiry meetings.

Parental Involvement

PS 120 recognizes that parents are our children's first teachers. Research shows that students who have involved parents perform better and achieve more academically. We work closely with the community-based organizations to provide our parents with education classes, health programs and other services. We currently offer and host a variety of workshops. To supplement the services we already provide, we will use Title III funds to purchase to launch an intensive *ARIS Parent Link* workshops in the afternoon where parents will be provided with informational sessions and hands-on training. There will be a simultaneous *Homework Helper* program which will be provided for students whose parents are attending the *ARIS Parent Link* workshops. One teacher will facilitate the *ARIS Parent Link* workshops. 1 teacher and 1 teaching assistant (paraprofessional) will facilitate the *Homework Helper* program. The will be at least three sessions for the workshops to be held in the afternoon from 3:10-5:10 P.M. Parents will be given books and materials in English and the native language when available they can use at home to support their children.

Form TIII – A (1)(b) 14k120

**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)	\$14,270.84	<p><u>ELL Afterschool Program</u></p> <p>4 teachers X 30 sessions X 2 hours = 240 hours 240 hours X \$49.89 = \$11,973.60</p> <p>1 administrator X 22 sessions X 2 hours = 44 hours 44 hours X \$52.21 = \$2,297.24</p> <p>\$11,974 + \$2,297 = \$14,270.84</p>
Parent Involvement	<p>Per Session:</p> <p>Teacher: \$299.34</p> <p>Para: \$173.88</p> <p>Total per parent per session:</p>	<p>ARIS Parentlink Workshops, Homework Helper Afterschool Program</p> <p>Teacher per session of Parent Workshops</p> <p>1 TR x 2 hours x 3 sessions x 49.89 = \$299.34</p> <p>Para per session</p> <p>1 para x 2 hours x 3 sessions x \$28.98 = \$ 173.88</p> <p>Materials and Supplies for Parent Workshops:</p>

	\$ 473.76	\$100.00 Refreshments \$100.00
	Total parent Involvement: \$673.76	
Supplies and materials	\$5,095.40	Computer hardware, tables, and security devices; NYSESLAT Test Prep consumable books, Teacher Guides, Audio CDs; computer-related supplies; writing-related supplies
Travel		
Other		
TOTAL	\$20,040.00	

**THE NEW YORK CITY DEPARTMENT OF EDUCATION
MAGNET SCHOOL FOR MULTICULTURAL EDUCATION
PUBLIC SCHOOL 120
18 BEAVER STREET
BROOKLYN, NY 11206**

**Ms. L. Caraballo-Suarez
Principal
Tel. #. (718) 455-1000**

**Ms. C. Napolitano
Assistant Principal
Fax. #. (718) 574-6637**

LANGUAGE ALLOCATION POLICY

**School: P.S. 120K
Year: 2009-2010**

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

P.S. 120K belongs to Community LSO, Network 6, District 14. The school's Principal is Ms. Liza Caraballo-Suarez, and the Assistant Principal is Ms. Celina Napolitano. The school's Language Allocation Policy Team is comprised of two ESL Teachers, Mr. Thomas Kwai and Ms. Patricia Cordero, a Literacy Coach, Ms. Dana Queen, an Early Childhood Intervention Specialist, Ms. Rosina Bonneau, and an Academic Intervention Services Leader, Ms. Robyn Sutera-Engel. The team also includes a Parent Coordinator, Ms. Carmen Rosario, and a parent member, Ms. Maria Flores.

B. Teacher Qualifications

There are two certified ESL Teachers in the school.

C. School Demographics

The total number of students in the school is 495. The total number of ELLs is 130. The percentage of ELLs as share of the total student population is 26.26%.

Part II: ELL Identification Process

1a. Steps to Identify ELLs

When a child is enrolled, certified ESL teachers and trained school staff members meet with parents. Parents are given a Home Language Identification Survey (HLIS) in English or nine other languages. The ESL teachers conduct informal oral interviews with the parents and child. This process determines the child's home language.

If it is determined that a language other than English is spoken in a child's home, then the ESL teachers administer a Language Assessment Battery-Revised (LAB-R) to the child in order to test the child's English proficiency level. This is completed within ten days of enrollment. If the child scores below proficiency on the LAB-R, the child becomes eligible for state-mandated services for ELLs. If the child speaks Spanish at home and scores below proficiency on the LAB-R, ESL teachers administer a Spanish LAB to the child in order to determine language dominance. Parents are notified of their child's eligibility for services with an Entitlement Letter.

1b. Pedagogues

The pedagogues who are responsible for conducting the initial screening, administering the HLIS, and administering the LAB-R are Mr. Thomas Kwai, Certified ESL Teacher, and Ms. Patricia Cordero, Certified ESL Teacher.

1c. Annual Evaluation of ELLs with NYSESLAT

ESL teachers utilize data in ARIS and ATS to continuously ensure all ELLs are accounted for. In the spring, all ELLs in grades K-5 are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine whether or not students continue to be eligible for ELL services. Continued-Entitlement letters are sent home to parents for all students who score below proficiency on the NYSESLAT. Non-Entitlement/Transition letters are sent home to parents for all students who score at or above proficiency on the NYSESLAT.

2. Parents' Understanding of ELL Program Choices

The school holds a Parent Orientation for parents and guardians of newly enrolled ELLs. The facilitators are two ESL Teachers, the Parent Coordinator, and the Family Worker. Faculty members are equipped to translate in Spanish and Chinese. Additional translators of other languages are provided, if needed. Translated brochures are distributed detailing all three program choices available in New York State: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. A DVD is shown in parents' native language. If more than one native language is spoken by parents, the school provides alternate meeting times and multiple opportunities to view the DVD in individual native languages. Informational and question-and-answer sessions follow the DVD viewing in order to ensure parents understand all information received. Appointments for one-on-one meetings/presentations and phone conversations are arranged with parents who are unable to attend the scheduled orientations. Informational packets are also sent home to those parents. Parent Orientations culminate with the distribution and explanation of Parent Surveys and Program Selection Forms. Translated versions of these documents are available in English and nine other languages.

3. Entitlement Letters & Parent Survey/Program Selection Forms

Once all newly enrolled ELLs have been identified through the HLIS process and LAB-R evaluation, Entitlement letters are sent home to parents of all newly enrolled ELLs. Non-Entitlement letters are sent to all students who score at or above proficiency on the LAB-R. Concurrently, invitations to the Parent Orientation meetings are sent home one to two weeks prior to the meetings. A second invitation is sent three to four days prior to the meetings. Parent Surveys and Program Selection Forms are distributed and explained at the Parent Orientation meetings and one-on-one meetings with parents. Once parents have completed the Parent Surveys and Program Selection Forms, all surveys and forms are collected at the close of the meetings. Parents who have not completed the Parent Surveys and Program Selection Forms are contacted by phone by the ESL Teachers and the Parent Coordinator. One-on-one meetings are arranged that accommodate parents' schedules.

4. Placement in ELL Instructional Programs

The completed Program Selection Forms collected at the end of all Parent Orientation and one-on-one meetings indicate the program that the parents have requested for their children. Schools are required to properly place ELL students in the ELL instructional program which parents have

indicated. In order to ensure parents understand their choices, translated materials and translators are available at all Parent Orientation and one-on-one meetings. Parents have the opportunity to ask questions about ELL services and the three programs available to them at all Parent Orientations, one-on-one meetings, and during phone conversations with ESL Teachers or the Parent Coordinator.

5. Trends in Program Choices

Parent Program Selection Forms indicated that 100% of ELLs' parents chose the English as a Second Language Program.

6. Alignment of Program Models with Parent Requests

In order to satisfy parental choice and CR Part 154 requirements, a free-standing ESL program is in place. Two certified ESL teachers provide all instruction to ELL students in grades K-5. The goal of the program is to meet the needs of the ELL students according to their proficiency levels on the NYSESLAT or LAB-R and according to the students' grade levels.

Part III. ELL Demographics

A. ELL Programs

Students in ESL Push-In/Pull-Out:

In Kindergarten, there are 28 ELLs who are pulled out in four classes. In first grade, there are 19 ELLs who are pulled out in 3 classes. In second grade, there are 7 ELLs who are pulled out in 3 classes. In third grade, there are 29 ELLs who are pulled out in 3 classes. In fourth grade, there are 29 ELLs who are pulled out in 3 classes. In fifth grade, there are 18 ELLs who are pulled out in 2 classes.

B. ELL Years of Service and Programs

The total number of ELLs in the school is 130. The number of SIFE is 3. The number of newcomers is 64. The number of ELLs in years 4-6 is 61. The number of ELLs in special education is 8. The number of long-term ELLs is 5.

ELLs by Subgroups

The total number of ELLs in years 0-3 is 64. The number of SIFE in this subgroup is 3. The number of ELLs in special education in this subgroup is 0. The total number of ELLs in years 4-6 is 61. The number of SIFE in this subgroup is 0. The number of ELLs in special education in this subgroup is 6. The total number of ELLs who have completed 6 years is 5. The number of SIFE in this subgroup is 0. The number of ELLs in special education in this subgroup is 2.

C. Home Language Breakdown and ELL Programs

In Kindergarten there are 27 ELLs in the Spanish group and 1 ELL in the Bengali group. In the first grade, there are 18 ELLs in the Spanish group and 1 ELL in the Chinese group. In the second grade, there are 6 ELLs in the Spanish group and 1 ELL in the Chinese group. In the third grade, there are 29 ELLs in the Spanish group. In the fourth grade, there are 28 ELLs in the Spanish group and 1 ELL in the Polish group. In the fifth grade, there are 18 ELLs in the Spanish group.

D. Program and Scheduling Information

1. Instruction Delivery

The ESL program utilizes the pull-out model for providing ESL instruction. The length of time for each pull-out period is 45 minutes. ELLs in grades K-2 are assembled into heterogeneous, graded groups. ELLs in grades 3-5 are assembled into heterogeneous, graded groups. Efforts have been made recently to have an ESL teacher push in when providing services to ELLs in grades 3-5. Several pull-out periods have been devoted to Beginning ELLs and newcomers in grades 3-5. This group is homogeneous in proficiency level and is ungraded.

2. ESL/ELA Instructional Minutes

As per CR Part 154, all ELL students in grades K-5 who scored on the Beginning English Proficiency Level on the LAB-R or NYSESLAT receive 360 ESL instructional minutes and 0 ELA instructional minutes. All ELL students in grades K-5 who scored on the Intermediate Proficiency Level

on the LAB-R or NYSESLAT receive 360 ESL instructional minutes and 0 ELA instructional minutes. All ELL students in grades K-5 who scored on the Advanced Proficiency Level on the LAB-R or NYSESLAT receive 180 ESL instructional minutes and 180 ELA instructional minutes.

3. Delivery of Content Areas

In ESL instruction, it is essential to make content areas comprehensible for ELLs. The school has implemented a variety of instructional approaches and methods to make content areas comprehensible and thus enriching language development for ELLs. Overall, a sheltered instruction approach is taken, which includes scaffolding techniques. Pertinent strategies include modeling, using visuals, manipulatives, graphic organizers, technology, audio books, read-alouds, questioning techniques, teaching key words, frequent checks for comprehension, and previewing and reviewing key skills, concepts, and processes. ESL teachers also promote a print-rich environment, family involvement, and an appreciation of cultural diversity.

4. Differentiated Instruction for ELL Subgroups

a. Instructional Plan for SIFE

There are basic instructional strategies shared between the instructional program for SIFE and newcomers. Both categories of students are in preproduction or early production stages. The major difference is that SIFE students lack fundamental literacy in their native language. Sheltered Instruction techniques are utilized. ESL teachers ensure that literature and content materials are appropriate and adapted to students' ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Teachers adjust their rate of speech to enhance comprehension. English study is intensive and incorporates both social and academic language. Scaffolding strategies that increase comprehension include visuals, graphic organizers, realia, manipulatives, and teacher modeling. Other scaffolding strategies include pre-teaching vocabulary, frequent comprehension checks and increased wait time. There are computer activities, hands-on activities, and collaborative learning activities such as task oriented projects and small group activities. Teachers also promote a "buddy system" in the classroom, family involvement at home, and overall, an appreciation for cultural diversity.

b. Instructional Plan for Newcomers

Newcomers are generally in the preproduction or early production stages of second language acquisition. Sheltered Instructional techniques are utilized in the instructional program. Newcomer ELLs are taught both basic English language skills and academic, content-area language skills. ESL teachers ensure that literature and content materials are appropriate and adapted to students' ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Scaffolding strategies that increase comprehension include visuals, graphic organizers, realia, manipulatives, and teacher modeling. Teachers also adjust their rate of speech to enhance comprehension. Other scaffolding strategies include pre-teaching vocabulary, frequent comprehension checks and increased wait time. There are computer activities, hands-on activities, and collaborative learning activities such as task oriented projects and small group activities. Teachers also promote a "buddy system" in the classroom, family involvement at home, and overall, an appreciation for cultural diversity. Additional strategies used with newcomers include listing and reviewing instructions step by step and focusing on the language functions: describing, retelling, comparing, contrasting, and summarizing.

c. Instructional Plan for ELLs Receiving Service for 4-6 Years

In general, ELLs who have received services for 4 to 6 years can participate in everyday conversations without much difficulty and can communicate thoughts completely. They can function well on an academic level, have an expanded vocabulary and show good comprehension as compared to newcomers. The instructional plan for ELLs in this category includes all instructional strategies utilized with lower proficiency ELLs, but is highlighted with brainstorming activities, as well as using lists, webs, and graphic organizers. ESL teachers work on advanced areas of language arts such as figurative language, as well as continuing to develop more academic language.

d. Instructional Plan for Long-Term ELLs

In general, long-term ELLs have bridged the academic language stage and demonstrate advanced skills in social/academic language with native-like fluency. They have an expansive vocabulary and demonstrate higher levels of comprehension. Therefore, the instructional plan for long-term ELLs includes all instructional strategies utilized with lower proficiency ELLs, but is highlighted with the learning of note-taking skills and test taking skills. Academic language is the major focus. Literary devices such as figurative language and idioms are one of the areas studied.

e. Instructional Plan for ELLs with Special Needs

The instructional plan for ELLs who are identified as having special needs generally involves making curricular adaptations and utilizing instructional strategies developed for self contained classrooms. ESL teachers modify lessons and activities in such areas as quantity, time, increased level of support, difficulty, input and output. Scaffolding strategies play a significant role in this instructional methodology.

5. Targeted Intervention Programs for ELLs

ELLs in need of targeted intervention can qualify to receive services from Reading Specialists in the lower and upper grades. As per their IEPs, some ELLs receive SETTS, Counseling, and Speech Therapy.

6. Support for Former ELLs

ELL students who have reached proficiency on the NYSESLAT continue to receive transitional support for two years including all testing modifications provided to current ELLs on state exams. In addition, these former ELL students continue to receive ESL instruction from ESL teachers who push in to their classrooms. Former ELLs are also invited to participate in the ELL Afterschool Program on a space available basis.

7. New Programs and Improvements

Last year, the school was awarded the ELL Success Grant from which two research-based intervention solutions were purchased: *Imagine Learning* and *Destination Math*. These software packages are specially designed with ELLs in mind. They include professional development for staff and have built-in assessment tools. In addition, we created a new ELL Computer Lab.

8. Discontinued Programs/Services

Currently, there are no programs or services that will be discontinued.

9. Equal Access to all School Programs

All ELLs have equal access to all school programs that their non-ELL classmates do. ELLs participate in the extended day program, the ELL Afterschool Program, and the Academic Reading and Math Afterschool Program. They also participate equally in enrichment programs such as the Girls' Soccer Afterschool Program and various arts and cultural afterschool programs sponsored by the Anti-Violence Program.

10. Instructional Materials

A variety of comprehensive ESL programs are used in ESL instruction including *Award Reading*, *Treasure Chest*, *Rigby On Our Way to English and English Now*. Test preparation materials are also utilized including *Getting Ready for the NYSESLAT* and *Empire State NYSESLAT*. Instructional technology includes *Destination Math*, *Imagine Learning*, and *Rosetta Stone*.

11. Native Language Support

To provide native language support for ELLs, bilingual dictionaries and bilingual books are available in students' native languages such as Spanish and Arabic. *Imagine Learning* software provides translated instructions in Spanish and Chinese. *Destination Math* programs can be run entirely in English or Spanish. When administered state exams, ELLs are provided with translated glossaries and translated exams. If a translated version of a state exam is unavailable, the school hires a translator for the child. All letters sent home to parents are in English and also translated into the parents' native languages.

12. Correspondence to ELLs' Ages and Grade Levels

All required services support and resources correspond to ELLs' ages and grade levels.

13. Before the Beginning of the School Year

Every Spring Ell students are selected to attend ESL summer school program at the 'hosting summer school' based on the students' needs.

F. Professional Development and Support for School Staff

Staff members have attended various professional development workshops and conferences. In addition, the author, Nancy Akhavan of *Accelaerated Vocabulary Instruction, & Help! My Kids Don't All Speak English* was contracted to conduct a presentation with a focus on strategies to differentiated instruction for ELL students. Afterwards a study group was developed utilizing the Akhavan's professional literature by the literacy coach to further teachers' ESL knowledge. Teachers and administration have attended ARIS & ACUITY training workshops throughout the school year. ESL Teachers have completed *Quality Teaching for English Learners (QTEL)* Level 1 with WestEd. and *Teaching Academic Writing to ELLs* offered by the Office of English Language Learners. ESL Teachers have attended technical assistance meetings regarding the Bilingual Education Student Information Survey (BESIS) and NYSESLAT. Teachers are given the opportunity to make inter-visitations to observe ESL programs in other schools. ESL teachers turn-key information gathered at professional development workshops to the administration, classroom teachers, subject area teachers, paraprofessionals, guidance counselors, and other staff members during staff development and faculty conferences. All teachers have completed the mandatory 7.5 hours of ELL training as per Jose P. In order to discuss instructional strategies to address the need of ELL students, ESL teachers and classroom teachers collaborate during common planning periods.

G. Parental Involvement

In October 2009 we had launched a series of intensive ARIS Parent Link workshops to provide parents with informational and hands on training. Each parent was given assistance logging on in their native language. This gave the opportunity to parents not only to view their children's data but to have the information explained to them.

In addition, we are currently hosting two After School Programs. A Computer Parent Program and Homework Helper Program are run simultaneously to support parent involvement and encourage student achievement. The Computer component includes word processing, spreadsheet, internet, technological terminology and ARIS. Information is presented in parents' native languages. An educational assistant provides additional support for parents and students.

Parents are involved in various workshops throughout the year:

- ESL Parent Orientation
- PTA Meetings
- Workshop on all content areas (K-5), including Social Studies and Science
- Workshop on the new phonics program (K-5)
- Workshop on preparing for state exams

- Information Session on Homework Helper
- Information Session on Cool Culture
- Dial-A-Teacher Conference
- Planned Parenthood (various topics)
- Woodhull Hospital Outreach Program on Asthma
- Woodhull Hospital Outreach Program on Diabetes
- Cornell University Nutrition Workshop
- Parents on the School Leadership Team attended workshops, the NYSESPA Conference, CSA Conferences, UFT Conferences
- Curriculum Day – Presentation on School Data and the Progress Report
- Parents volunteer as translators during Parent-Teacher Conferences

The school evaluates the needs of parents by examining and analyzing responses on the annual Learning Environment Survey and through surveys given by the Parent Coordinator. Parents' input is also gathered at Parent Teacher Conferences, PTA meetings, Leadership Team meetings, and workshops conducted by the Parent Coordinator and Family Worker. Workshops, events, and parental involvement activities are planned based on the needs of parents' interest.

Part IV: Assessment Analysis

A. Assessment Analysis

NYSESLAT Data Analysis

A review of the Fall 2009 administration of the Lab-R and the Spring 2009 administration of the NYSESLAT indicates the following:

In kindergarten, 57% (16 out of 28 ELLs) are on the beginning level and 0% (0 out of 28 ELLs) are on the intermediate level, and 43% (12 out of 28 ELLs) are on the advanced level.

In first grade, 45% (9 out of 20 ELLs) are on the beginning level, 30% (6 out of 20 ELLs) are on the intermediate level, and 25% (5 out of 20 ELLs) are on the advanced level.

In the second grade, 29% (2 out of 7 ELLs) are on the beginning level, 43% (3 out of 7 ELLs) are on the intermediate level, and 29% (2 out of 7 ELLs) are on the advanced level.

In the third grade, 24% (7 out of 29 ELLs) are on the beginning level, 66% (19 out of 29 ELLs) are on the intermediate level, and 10% (3 out of 29 ELLs) are on the advanced level.

In the fourth grade, 7% (2 out of 29 ELLs) are on the beginning level, 28% (8 out of 29 ELLs) are on the intermediate level, and 65% (19 out of 29 ELLs) are on the advanced level.

In the fifth grade, 0% (0 out of 18 ELLs) are on the beginning level, and 28% (5 out of 18 ELLs) are on the intermediate level, and 72% (13 out of 18 ELLs) are on the advanced level.

ELA and Math Data Analysis

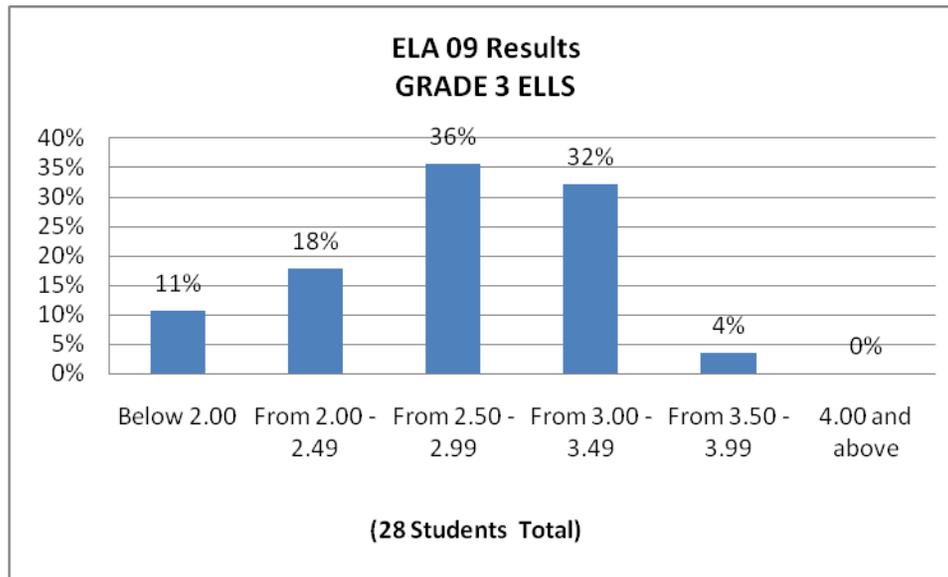
On the third grade (2009) ELA test, 1 ELL was exempt from the test. 3 out of 28 ELLs (11%) scored a level one, 15 out of 28 ELLs (53%) scored a level two, 10 out of 28 ELLs (36%) scored a level three, and 0 out of 28 ELLs (0%) scored a level four.

On the fourth grade (2009) ELA test, 1 ELL was exempt from the test. 3 out of 17 ELLs (18%) scored a level one, 5 out of 17 ELLs (29%) scored a level two, 9 out of 17 ELLs (53%) scored a level three, and 0 out of 17 ELLs (0%) scored a level four.

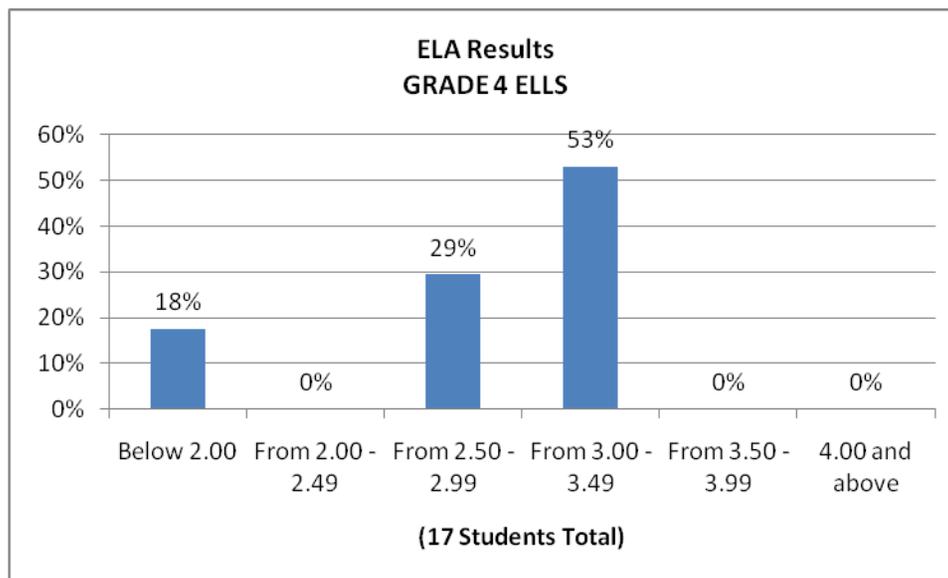
On the third grade (2009) Math test, 1 out of 29 ELLs (4%) scored a level one, 3 out of 29 ELLs (10%) scored a level two, 22 out of 29 ELLs (76%) scored a level three, and 3 out of 29 ELLs (10%) scored a level four.

On the fourth grade (2009) Math test, 0 out of 18 ELLs (0%) scored a level one, 3 out of 18 ELLs (17%) scored a level two, 11 out of 18 ELLs (61%) scored a level three, and 4 out of 18 ELLs (22%) scored a level four.

Data analyses of results from the 2009 *ELA* show that **11%** of ELLs in grade 3 performed **below 2.00**. **18%** performed in the **2.00–2.49** range. **36%** performed in the **2.50–2.99** range. **32%** performed in the **3.00–3.49** range. **4%** performed in the **3.50–3.99** range. **0%** performed **4.00** and above.



Data analyses of results from the 2009 *ELA* show that **18%** of ELLs in grade 4 performed **below 2.00**. **0%** performed in the **2.00–2.49** range. **29%** performed in the **2.50–2.99** range. **53%** performed in the **3.00–3.49** range. **0%** performed in the **3.50–3.99** range. **0%** performed **4.00** and above. In addition, 3 of the 17 ELLs in grade 4 who took the 2009 *ELA* did not make at least one year’s progress.



NYS Science Data Analysis

In the 2008-2009 school year, there were 2 ELLs in the fourth grade who scored on Level 1 on the NYS Science exam. There was 1 ELL in the fourth grade who scored on Level 2 on the NYS Science exam. There were 13 ELLs in fourth grade who scored on Level 3 on the NYS Science exam. There was 1 ELL in the fourth grade who scored on Level 4 on the NYS Science exam.

B. Assessment Data Review

The school continuously reviews NYSESLAT data on a year to year basis. Along with ELLs' score results on the NYS ELA, Math, Science, and Social Studies assessments, ELLs' performance on Acuity Predictive and Diagnostic Assessments in ELA and Math are also examined and analyzed. The school utilizes these findings to identify ELLs' strengths and weaknesses in all content areas.

Ongoing discussions will address modifying instructional plans and strategies to address students' needs. In addition, the ESL teachers will continue to collect student input and monitor student work and progress. Revisions will include updates on classroom formative assessments to monitor ELL students' performance. During common planning time and professional development time, the school is continually discussing methods and strategies to address the needs of ELLs.

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.

When students are enrolled, parents are interviewed and the HLIS form is completed. The large number of students requiring ESL services after taking the Language Assessment Battery indicates that many parents do not speak English. Since the population of the school is 85% Hispanic, we understand that we must provide language translation and interpretation services in Spanish for our parents. There has been an increase in Chinese speaking families. Translations have been provided by a staff member.

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.

All findings of our needs assessments are discussed at leadership team meetings, grade conferences, faculty conferences and PTA meetings. The New York City Parent Surveys were reviewed in preparation of this year's Comprehensive Education Plan. The entire school community is aware that translation services have been on-going and will continue to be part of our parent involvement policy.

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.

We will continue to send all notices and documents home in English and Spanish to the parents of our students. Our administration, parent coordinator as well as many paraprofessionals and teachers are bilingual speaking both English and Spanish and provide translation services when needed. Report cards are also sent in Spanish, Arabic, Bengali or Chinese to our non-English speaking parents.

Notices were posted in the main office, ESL classrooms, Family Room, and the school's main entrance, informing parents that translation services are available upon request, and to please contact Parent Coordinator. The notice is posted in English, Spanish, Arabic, Bengali and Chinese.

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.

Our administration, parent coordinator, SBST, family workers, many paraprofessionals and teachers speak both English and Spanish. One of our teachers speaks English and Chinese. A staff member is always available to translate on the telephone or at a parent conference. All meetings and workshops involving parents are conducted in both English and Spanish with translation provided by either a parent or staff member. Since many of our school personnel are bilingual, they are available to translate for staff and parents who need assistance during open school parent conferences. An Arabic translator and Sign-Language translator have also been provided during these conferences. Communication to parents is always of the utmost importance.

A notice was posted in the main office, ESL classrooms, Family Room, and the school's main entrance, informing parents that translation services are available upon request, and to please contact Parent Coordinator. The noticed is posted in English, Spanish, Arabic, Bengali and Chinese.

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>.

The school will notify parents at PTA meetings and school leadership meetings regarding translation and interpretation services. P.S. 120 will also send home written notification with students in English, Spanish and Arabic. The school will also continue to post the availability of translation services.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$504,619	\$117,628	\$622,247
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,046		\$5,046
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,176	\$1,176
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,231		\$25,231
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,881	\$5,881
6. Enter the anticipated 10% set-aside for Professional Development:	\$50,462		\$50,462
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$11,763	\$11,763

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____92%_____
9. If the percentage of high quality teachers during 2009-2010 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.
 - a. Administration will meet with the teachers to develop an educational plan in order to fulfill his/her license requirements.
 - b. In addition, teachers will be sent to a NYC evaluator support educational plan.

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 on the NYCDOE website.

Public School 120 **Parent Involvement Policy**

BELIEF

P.S. 120 is deeply committed to involving parents in all aspects of our children’s Education. It is our belief that increased parent involvement leads to higher student Achievement.

A good working relationship between the school and home will motivate every child to reach his or her potential. Our P.S. 120 Involvement Program adheres to the “guidelines for Title1/PCEN Parent Involvement”.

In September, our cabinet meets with the Parent Coordinator to review our Parent Involvement Policy in order to update and revise the school’s goals. Updated policies will be distributed to parents every January.

GOALS

P.S. 120 is committed to achieving the following goals:

- Information parents of the reasons their children are participating in the Title 1/ PCEN Program
- Training parents to understand program objectives and to work with their children at home to reach these objectives.
- Informing and consulting with parents in a variety of ways about the program and how to best achieve objectives.
- Establishing a beneficial partnership between the school and home through the training of parents and school staff.
- Providing for participation of parents of all children (including Special Education and English Language Learners) and parents who may lack literacy skills and whose native language is not English.

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

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 on the NYCDOE website.

Public School 120 Magnet School For Multicultural Education Home/ School Compact

The staff and parents/guardians at The Magnet School For Multicultural Education through Social Studies and the Arts have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at P.S. 120, and to show how the school and family are working together to educate the children the staff and parents/guardians of P.S.120 agree to implement the following programs and activities:

The School

The Magnet School For Multicultural Education through Social Studies and the Arts will provide:

- School will provide an academic program that is challenging to all of its students.
- Staff will communicate with families regularly regarding the students' academic progress.
- School will implement a K-5 homework program that emphasizes meaningful practice of instructional content and writing in all contents areas.
- School will involve parents/guardians in the governance of the school.
- Will help create a welcoming environment for all family members.

The Home

- Parents/guardians will send their children to school appropriately dressed, prepared to learn, and on time.
- Parents/guardians will read to their children at least 15 minutes a night.
- Parents/guardians will attend at least two parent/teacher conferences a year to discuss the academics progress of their children.
- Parents/guardians will assist their children with their homework assignments.

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.
 - a. **Literacy:**
 - i. ECLAS-2 results in 2008 showed that students in grades K -3 needed the most help in vocabulary development and spelling. Teachers surveyed in the lower grades also felt that students most needed help in writing mechanics, reading comprehension and listening comprehension. Reading skills to be improved are: Finding the Main Idea, Author's Purpose, Making Inferences, Drawing Conclusions and Using Words in Context
 - ii. Trends in the NYS ELA data show an improvement in student performance from 2007-2009. In 2008, the percentage of students performing at Level 2 decreased by 11.7%. In 2008, the percentage of students performing at Level 3 increased by 9.6%. In 2009, the percentage of students performing at Level 1 decreased by 6%. Inversely, the percentage of students performing at Level 2 increased by 5% and the percentage of students performing at Level 3 increased by 2%.
 - iii. For two consecutive years, Students with Disabilities performing at Levels 3 and 4 have made significant increases. In 2008, the percentage of students performing at Levels 3 and 4 rose 14%. In 2009, students performing at Levels 3 and 4 increased by a 3%.
 - b. **Mathematics:**
 - i. in the NYS Math data show an improvement in student performance from 2007-2009. In 2008, the percentage of students performing at Level 1 decreased by 4%, and the percentage of students performing at Level 2 decreased by 10%. Inversely, in 2008, the percentage of students performing at Level 3 increased by 12%. In 2009, the percentage of students performing at Level 1 decreased by 4%, and the percentage of students performing at Level 2 decreased by 4%. Inversely, the percentage of students performing at Level 3 increased by 2% and the percentage of students performing at Level 4 increased by 7%.
 - ii. For two consecutive years, Students with Disabilities performing at Levels 3 and 4 have made significant increases. In 2008, the percentage of students performing at Levels 3 and 4 rose 37%. In 2009, students performing at Levels 3 and 4 increased by a 6%.
 - c. **Attendance:**
 - i. A consistent increase in our student attendance parallels our steady increase in ELA and Math scores.
 - ii. An analysis of the data indicates that attendance has remained above 90% for the prior five years. Our attendance rate remains higher than those of similar and city schools. We would like to see a continuing improvement in the number of students with 16 or more absences who are mostly in the lower grades.
 - iii. Based on the attendance data, the following are implications for our instructional program:
 - Continuation of activities to improve attendance thereby increasing instruction time

- ✓ Home contact by our AIDP family worker
- ✓ Attendance incentives
- ✓ Daily announcements
- ✓ Assemblies

d. Parent Involvement:

- i. Parents want to be involved in all aspects of their children’s education. Parents expressed a desire to improve their own skills so that they may better help their children at home. Our parent coordinator organizes workshops for parents on topics of interest and assists them with any issues of concerning their children.
- ii. Feedback received from parents at leadership meetings, workshops and meetings with our PA and individual parents indicate the following:
 - Continuation of workshops in Literacy, Mathematics, Technology, health issues and current concerns
 - Continuation of parent coordinator as school liaison.
 - Continuation of Learning Leaders Program
 - Continuation of parent representation on Leadership Team
 - Continuation of informational conferences and meetings

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Literacy:

- All classes will continue to implement the Balanced Literacy Program consisting of :
 - ✓ Independent Reading/Writing
 - ✓ Shared Reading
 - ✓ Read Aloud (with Accountable Talk)
 - ✓ Guided Reading
 - ✓ Interactive Writing
 - ✓ Word Study
- Intervention Services will be provided to target at-risk students, determined by ECLAS, running records, NYS ELA, and teacher recommendations.
- Continued staff development on reading conferring strategies and small group instruction
- Staff development on running record implementation and miscue analysis in order to effectively differentiate reading instruction
- Using Acuity to design custom assessments and instructional lessons to meet individual needs
- Staff development on the use of the Student Growth Monitor to track student growth
- Continued implementation of a guided reading program.

Mathematics:

- Focus on building students’ abilities to write, think, and reason mathematically with open response tasks
- Scaffolding students with open response tasks within Polya’s problem solving sequence “Read, Plan, Do, Check”
- Use of formative/summative assessments to inform differentiation during daily tiered Every Day Math lessons
- Embed test prep within daily lessons through monthly calendars using NYC Planning Guide references

- Focus on looking at student work collaboratively to build further understanding of aligning data to instruction –using Writing samples and rubrics/ using Mathematics Open Response samples and rubrics.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.
- The Upper-Grade ELA Intervention Teacher with the aid of a paraprofessional provides small group instruction on a push-in and pull-out basis for students in grades 3-5, during the school day. In addition, the Leaptrack Program is used to support reading and vocabulary development.
 - The Early-Childhood Intervention Teacher provides small group instruction on a push-in/pull-out basis, for students in grades Kindergarten and first, during the school day, five days a week. The Foundations program is being used to support word study instruction.
 - The Second Grade Intervention Teacher provides small group instruction on a pull-out basis, during the school day. The Leaptrack Program is used to support reading and vocabulary development.
 - Foundations is utilized during the Extended day program, grades k-2 to provide extra support for phonics and grammar instruction.
 - During the Extended –day program, students in grades 3-5 receive ELA intervention using the workshop model. *Words Their Way* Literacy Activities and Games are used to provide extra support for phonics and grammar instruction.
 - An After-School Literacy and Math Institute for at-risk students in grades 3, 4, and 5, provided extra help to improve reading, writing and math skills. During the months of January - April, this program meets twice a week and on two Saturdays.
 - During the Extended-day program, students in grades k-5 receive math intervention using the workshop method. *Every Day Mathematics* activities and games are utilized.
 - An After-School Literacy and Math Institute for at-risk students in grades 3, 4, and 5, provided extra help to improve reading, writing and math skills. During the months of January - April, this program meets twice a week and on two Saturdays.
 - Science and Social Studies academic intervention services are provided during the school day, by the reimbursable staff through the teaching of reading and writing in the content areas
 - Individual and group counseling is offered by the Guidance Counselor and Social Worker to students on the short term basis of six weeks. Services are provided with parental consent, during the school day.
 - Individuals in need of more intensive monitoring and guidance receive intervention, during the school day, from the Psychologist. Services are provided, with parental consent, for a short-term basis, or until mandated.
 - Individuals in need of more intensive monitoring and guidance receive intervention, during the school day, from the Psychologist. Services are provided, with parental consent, for a short-term basis, or until mandated.
3. Instruction by highly qualified staff.
- a. 92% of the staff is highly qualified

- b. Administration will meet with the 8% of staff in order to develop a educational plan to fulfill his/her license requirements.
 - c. In addition, the teachers will be sent to a NYC evaluator to support their educational plan.
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.
 - Literacy Coach will provide ongoing professional development supporting all components of Balanced Literacy Program.
 - Ongoing Professional Development on using the Student Growth Monitor will be provided by Literacy Coach and AIS Leader.
 - Ongoing Professional Development will be provided by an AUSSIE Educational Consultants, for all teachers and school administrators focusing on assessment, looking at students work, intervention and comprehension strategies, sequence of development of concepts in all strands, differentiation, writing mathematically, action research study to align data to instruction through intensive planning for and implementation of effective teaching and learning strategies for specific children based on data analysis.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - a. The New Teacher Finder will be utilized to identify highly qualified teachers to fill the school's vacancies.
 6. Strategies to increase parental involvement through means such as family literacy services.
 - The Parent Coordinator will identify and communicate to principal, parents and the school community concerns, so that we may ensure issues are addressed in a timely and satisfactory manner
 - To identify and address the needs of students and their family through outreach by the Pre-K family worker and social worker
 - Allocate funds for School Leadership parents to participate in educational conferences and workshops. SLT parents will turnkey information to Leadership Team and P.T.A. members.
 - Multiple ARIS Parent Link workshops will be conducted by the parent coordinator in order to assist parents with accessing and interrupting their children's data.
 - Early childhood parents will be provided with COOL Culture memberships that enable the family to visit cultural intuitions in support of the school's curriculum.
 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.
 - a. A Pre-Kindergarten parent orientation is provided by the Pre-K family worker and the Pre-K social worker.
 - b. The Pre-K family worker and social identify and address the needs of students and their family through outreach.
 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.
 - a. Upper and lower grade inquiry teams have been constructed to analysis student data to synthesize and utilize the information to develop an action plan to be implemented on a sample of students.

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.
 - a. The school's PPT meets to review and discuss students identified as "*in need*." An action plan is formulated and evaluated on a weekly basis.
 - b. The AIS team meets weekly to review intervention strategies and uses cross-collaboration of service providers to address students' needs.
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.
 - a. The Anti-violence after school program provides students with conflict resolution techniques. Workshops are also provided for parents to support their children's environment.
 - b. A partnership with Woodhull Hospital supports our students' and families emotional and physical health.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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 IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
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.

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

**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

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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal's cabinet continues to assess and align the school's literacy program with New York States standards. The cabinet meets consistently to monitor and discuss relevant ELA concerns and realign curriculum as necessary.

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?

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.

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) 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principals cabinet, including the Math AUSSIE continues to assess and align the school's math program with the New York States Standards. The cabinet is consistently and meeting to discuss relevant math concerns and to realign curriculum as necessary.

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?

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.

The Math AUSSIE provides professional development in order to strength teachers' mathematical instructional techniques.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal's cabinet will continue to assess, make adjustments and realign curriculum as necessary.

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

Applicable x 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?

All subjects are taught utilizing the workshop model address students with differentiated instruction based on individual needs.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal's cabinet will continue to assess, make adjustments and realign curriculum as necessary.

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

Applicable x 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?

The Principal's cabinet will continue to assess, make adjustments and realign curriculum as necessary.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The cabinet has reviewed the current organized list and compared the number of years in building work experience.

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

Applicable x 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?

92% of staff has worked at PS 120 for 3 years or more 65% of staff as worked at PS 120 for 5 years or more. In reviewing teachers that have left in the last five years, it is found that most were due to retirement not to pursue jobs in other schools.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration and AIS team, including school's 2 ESL teachers continue and discuss available workshops.

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

Applicable x 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?

ESL teachers frequently attend workshops and turnkey information to staff during faculty conferences, weekly AIS Team meetings, and grade level meetings.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of ELL data has been conducted by the instructional cabinet, including the Data Specialist.

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

Applicable x 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?

The Data Specialist is available to provide classroom teachers with printouts of all ELL data.

All classroom teachers and AIS teachers are provided with NYSTART accounts, which they can use to download their students' NYSESLAT data.

ESL teachers provide classroom teachers with schedules of ESL services, in which students are grouped by proficiency levels.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The PPT will continue to assess teachers' knowledge of IEP's and information regarding their specific students. Testing Coordinator will continue to be consulted on gathering data pertaining to teachers' understanding of testing accommodations and modifications. The professional development plan will address their needs.

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

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?

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The PPT and SBST will review students' IEP's determining alignment of goals and objectives to content of state exams, and look for consistency of classroom environment accommodations and modifications.

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?

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Number of students: 1
2. Please describe the services you are planning to provide to the STH population.
Students in Temporary Housing are offered at-risk counseling by the school's guidance counselor
School supplies are provided in order to make the transition from home to school easier.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.