



PUBLIC SCHOOL 120

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 14/K/120

ADDRESS: 18 BEAVER STREET, BROOKLYN, NY 11206

TELEPHONE: 718-455-1000

FAX: 718-574-6637

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

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-Suarez **EMAIL ADDRESS:** lcaraba@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Robyn Sutera

PRINCIPAL: Liza Caraballo

UFT CHAPTER LEADER: Victor Mogielnicki

PARENTS' ASSOCIATION PRESIDENT: Maria Flores

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	CBO Representative, if applicable	
Robyn Sutera	Member/Teacher/Chairperson	
Lorraine Caquias	Member/Teacher/Co-Chairperson	
Lydia Arnold	Member/Paraprofessional	
Maria Munoz	Member/Paraprfoessional/Time Keeper	
Hazel Ordanez	Member/Parent/Secretary	
Glenda Menjivar	Member/Parent	
Belem Andon	Member/Parent	
Emilia Ortiz	Member/Parent	
Vivian Rosario	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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 seven 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 (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
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		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

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

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

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

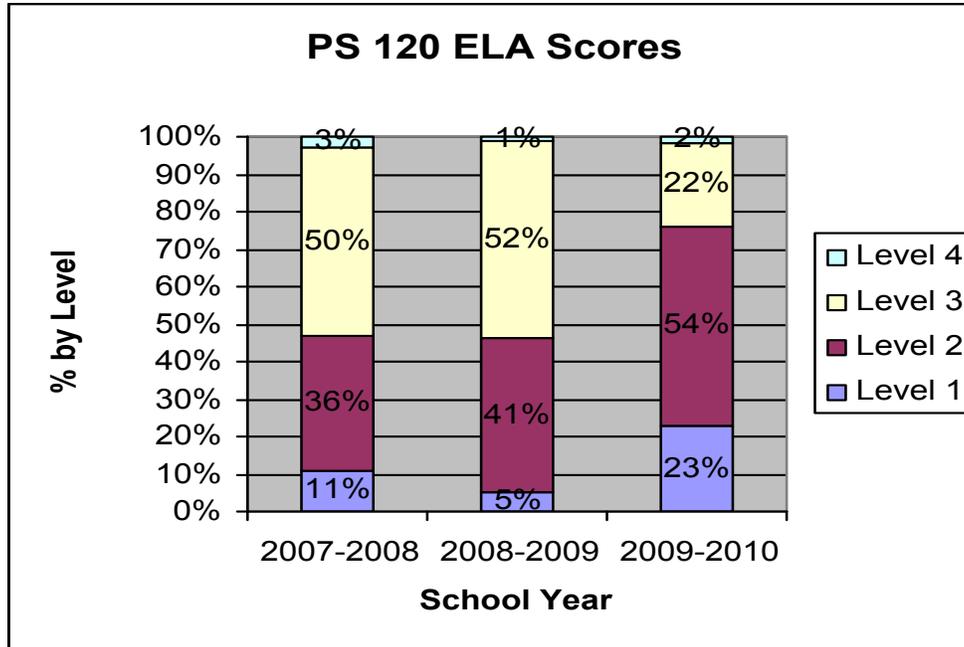
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- 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 2010 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:

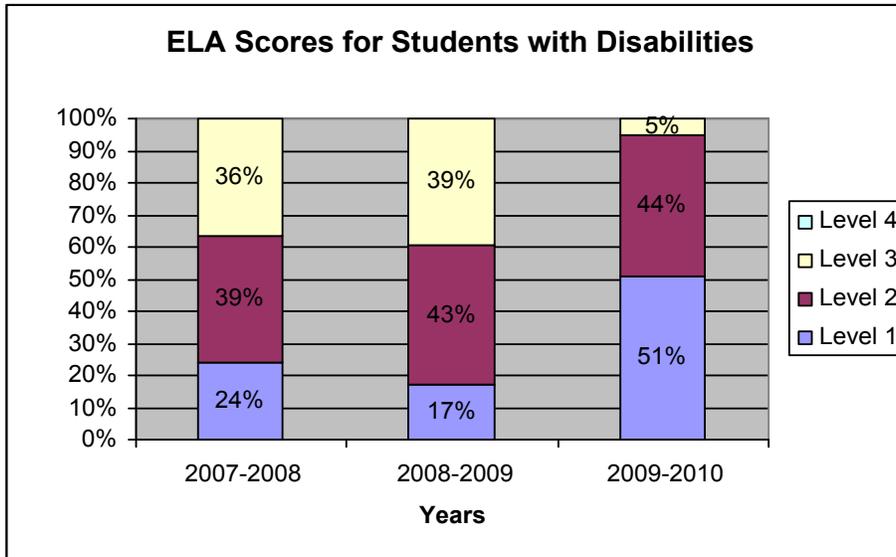
- Finding the Main Idea
- Author's Purpose
- Making Inferences
- Drawing Conclusions
- Using Words in Context



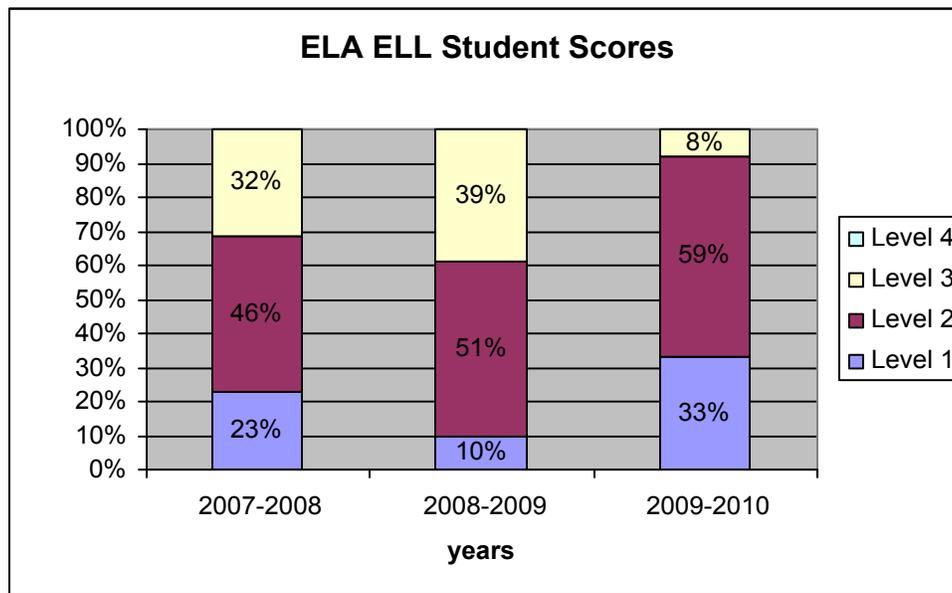
The NYS ELA data demonstrates an improvement in student performance from 2008-2009. In 2009, the percentage of students performing at Level 1 decreased by 6%. Inversely, the percentage of students performing at Level 2 increased by 5% and the percentage of students performing at Level 3 increased by 2%.

The data from 2009 to 2010 shows a decline of 29% of students' performing at Levels 3 and Levels 4. Inversely, the students performing at Level 2 increased by 13%, and the percentage of students performing at Level 1 increased by 18%.

In 2009, the percentage of students performing at levels 2, 3, and 4 increased by 5%. In 2010, the percentage of students performing at levels 2, 3, and 4 decreased by 16%.

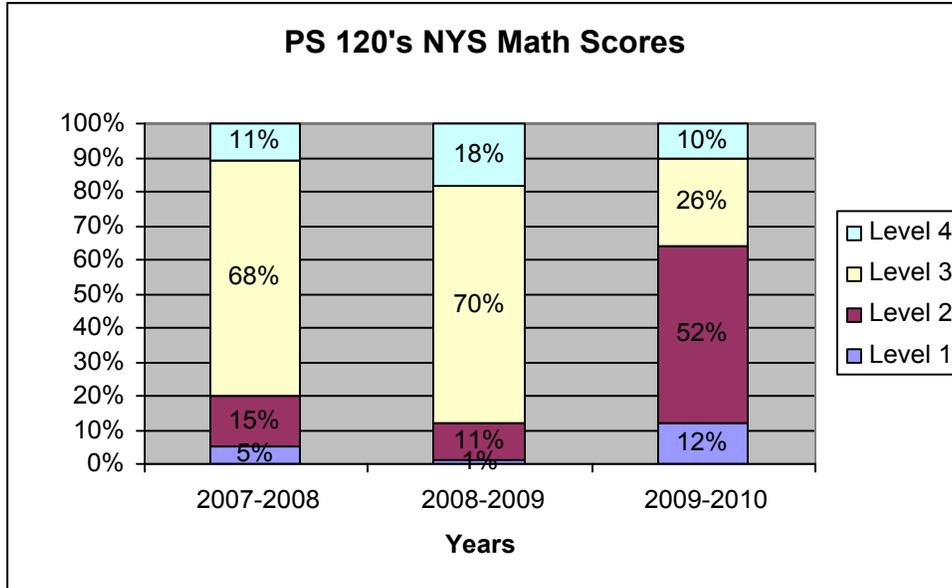


For two consecutive years, Students with Disabilities performing at Levels 3 and 4 had made significant increases. In 2008, the percentage of students performing at Levels 3 and 4 rose 14%. In 2009, students performing at Levels 3 and 4 increased by a 3%, and the percentage of students performing at level 2, increased by 4%. In 2010, the percentage of students performing at levels 3 and 4 decreased by 34%, and the percentage of students performing at level 2 increased by 1%.



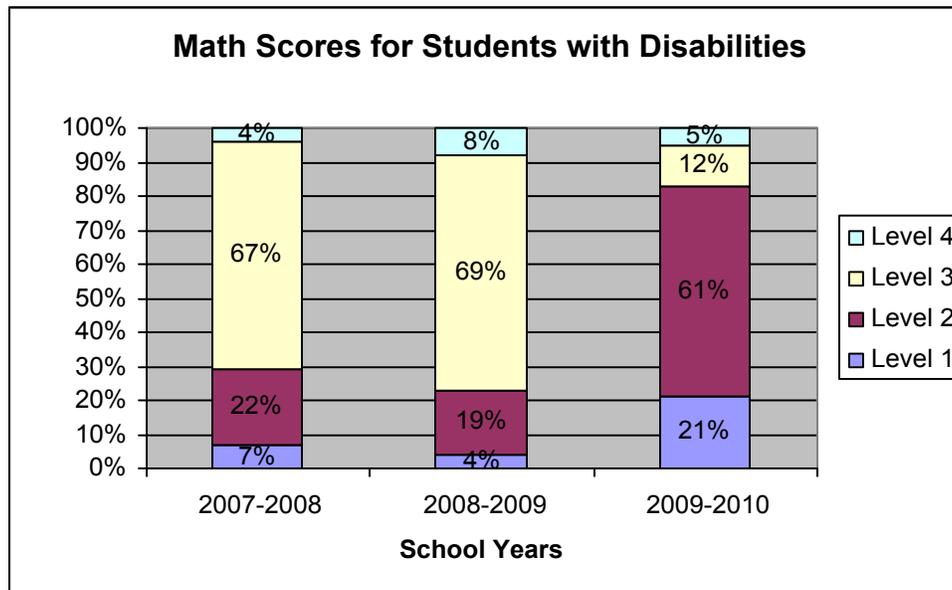
In 2009, the percentage of ELL students performing at levels 3 and 4 increased by 7%, and the percentage of students performing at level 2 increased by 5%. In 2010, the percentage of students performing at levels 3 and 4 decreased by 31%, and the percentage of students performing at level 2 increased by 8%.

Mathematics:



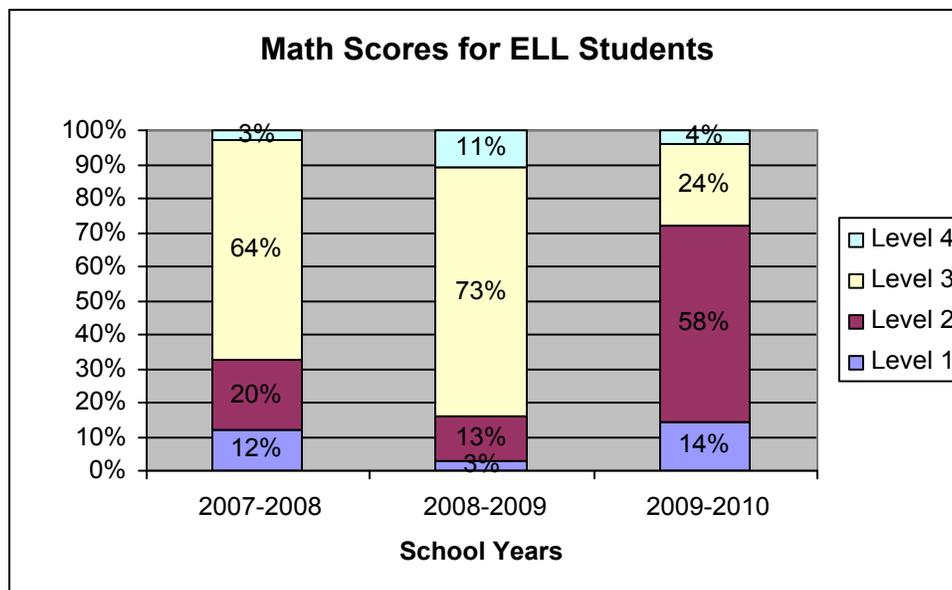
In 2009, the percentage of students performing at Level 1 decreased by 4%, and the percentage of students performing at Level 2 decreased by 4%. Inversely, the percentage of students performing at Level 3 increased by 2% and the percentage of students performing at Level 4 increased by 7%. In 2010, the percentage of students performing at level 1 increased by 11%, and the percentage of students performing at level 2 increased by 41%. The percentage of students performing at level 2 decreased by 44%, and the percentage of students performing at level 4 decreased by 8%.

In 2009, the percentage of students performing at levels 2, 3, and 4 increased by 5%. In 2010, the percentage of students performing at levels 2, 3, and 4 decreased by 11%



In 2008, the percentage of students with disabilities performing at Levels 3 and 4 rose 37%. In 2009, students performing at Levels 3 and 4 increased by a 6%. In 2010, the percentage of students performing at levels 3 and 4 decreased by 60%. Inversely, the percentage of students performing at level 2 increased by 42%.

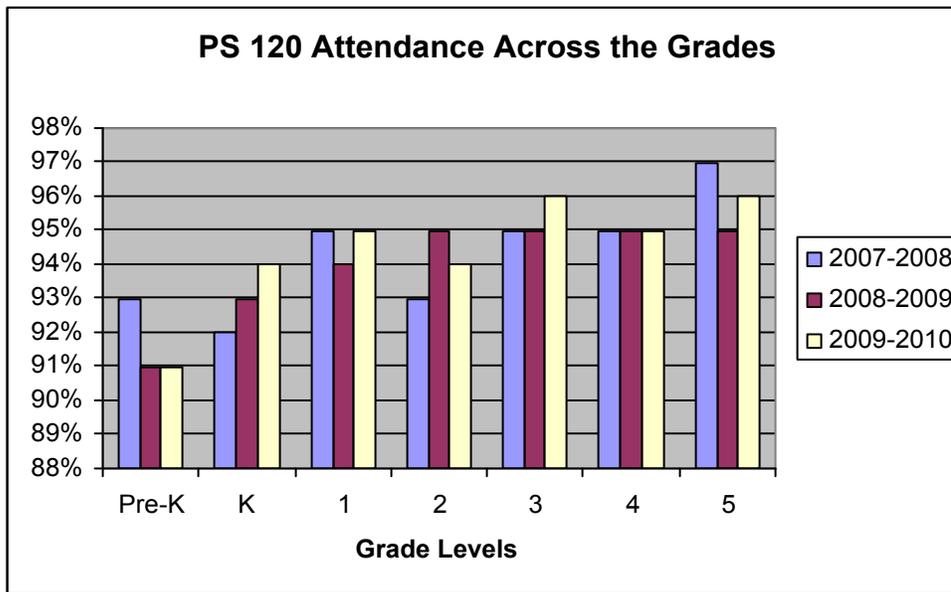
In 2009, the percentage of students with disabilities performing at levels 2, 3, and 4 increased by 3%. In 2010, the percentage of students with disabilities performing at levels 2, 3, and 4 decreased by 2%.



In 2009, the percentage of ELL students performing at Levels 3 and 4 increased by a 17%. In 2010, the percentage of students performing at levels 3 and 4 decreased by 56%. Inversely, the percentage of students performing at level 2 increased by 45%.

In 2009, the percentage of ELL students performing at levels 2, 3, and 4 increased by 10%. In 2010, the percentage of ELL students performing at levels 2, 3, and 4 decreased by 11%.

Attendance:



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 and pre-kindergarten family worker organize workshops for parents on topics of interest and assist 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 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 2011:

a. we will achieve the ELA performance index of 147

b. 85% of all students in grades 3, 4, and 5 will attain performance levels 2, 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 2011, 50% 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 2011:

a. we will achieve a performance index in mathematics of 189

b. 91% of all students in grades 3, 4, and 5 will attain performance levels 2, 3 and 4 as indicated by the NYS Math exams.

c. 70% of students in grades k, 1, and 2 will achieve one year's progress as measured by achieving at least a level 2 on Math AUSSIE end of the year Assessment, which is aligned to New York State Standards.

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 2010-11 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, PLA, 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. Objectives: #1. To improve the reading, writing, listening, speaking and listening skills of all students so that by June 2011: a. we will achieve the ELA performance index of 147 b.85% of all students in grades 3, 4, and 5 will attain performance levels 2, 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 2011, 50% of these students will show progress by moving up one or more levels 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 • Within grade level, faculty and staff development meetings, introduce and begin developing teachers' familiarity with and understanding of new Common Core Standards as applied to planning and assessing literacy units of work • With this Common Core roll-out, staff to begin to explore and investigate the modification of curriculum maps, learning targets and reflect on revisions/re-developments needed for formative assessments • Intervention Services will be provided to target at-risk students, determined by ECLAS, running records and miscue analysis, Comprehension rubrics, NYS ELA, and teacher recommendations • Continue and deepen staff understanding of Response to Intervention NYS Principles and

	<p>Model, as applied to Tier 1 daily classroom instruction and Tier 2 and 3 AIS teachers' intervention work</p> <ul style="list-style-type: none"> • Continued staff development on reading conferring strategies and small group instruction • Implement AUSSIE electronic literacy database, focusing firstly on whole school implementation of reading assessment templates and tools, with just familiarity with writing rubrics • Staff development on AUSSIE electronic database and consistent use of reading assessment templates across the school to form a Whole School Reading Assessment Framework • Staff development on using running records and miscue analysis to most effectively inform general classroom and AIS instruction, in order to differentiate reading instruction • Using Acuity to design custom assessments and instructional lessons to meet individual needs • Continued 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"> ✓ Continuation of a teacher Guided Reading Committee ✓ Expanding the number of guided reading books and materials available to all teachers housed in the Guided Reading Room. ✓ Implementation of Guided Reading checklists focused on reading behaviors to observe/conference with readers ✓ Ongoing professional development on guided reading for classroom and intervention teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Literacy Coach will provide ongoing professional development supporting all components of Balanced Literacy Program. (TL FSF and TLFSF-GHH) • <i>Words Their Way</i> professional literature, student materials, and training workshops were purchased 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-3 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) • AUSSIE electronic database provided by AUSSIE as part of consultancy services and professional development • Continue 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 has been refurbished with new computers, tables and software will continue to be upgraded. (NYSTL)

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) 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 • Students' comprehension levels show increase over year in all six strategies as indicated on electronic database • Analysis of teachers' reading conference notes through common weekly preps • Monitoring students progress by the Acuity tier level progression • Consistent review of formal and informal observations of Guided Reading and Reading conferences • Staff development evaluations indicate satisfaction with professional development offered regarding using running records and miscue analysis to inform instruction, Response to Intervention, Common Core Standards and AUSSIE Database
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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. Objectives: #1 To improve our comprehensive mathematics program so that by June 2011:</p> <ol style="list-style-type: none"> a. we will achieve a performance index in mathematics of 189 b. 91% of all students in grades 3, 4, and 5 will attain performance levels 2, 3 and 4 as indicated by the NYS Math exams. c. 70% of students in grades k, 1, and 2 will achieve one year's progress as measured by achieving at least a level 2 on Math AUSSIE end of the year Assessment, which is aligned to New York State Standards.
<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, Exemplars and other problem solving ▪ Scaffolding students with Open Response and Exemplars' 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 Workshop Model lessons, as basic foundation of Tier 1 Response to Intervention ▪ Use of Guided Mathematics sessions weekly as intervention session to work with small flexible groups of students on appropriate tasks specific to individual needs ▪ Embed test prep within daily lessons through monthly calendars using NYC Planning Guide references ▪ Implement a range of diagnostic tools in order to diagnose specifically areas of students' needs to best inform ongoing instruction ▪ Within grade level, faculty and staff development meetings, introduce and begin developing teachers' familiarity with and understanding of new Common Core Standards as applied to planning and assessing literacy units of work ▪ With this Common Core roll-out, staff to begin to explore and investigate the modification of

	<p>curriculum maps, learning targets and reflect on revisions/re-developments needed for formative assessments</p> <ul style="list-style-type: none"> ▪ Within grade level, faculty and staff development meetings, introduce and begin developing teachers' familiarity with and understanding of new Common Core Standards as applied to planning and assessing literacy units of work ▪ With this Common Core roll-out, staff to begin to explore and investigate the modification of curriculum maps, learning targets and reflect on revisions/re-developments needed for formative assessments ▪ Continue to support implementation of gathering of balanced assessment data through observations, portfolio tasks, tests and self assessments ▪ Professional development with teachers "Looking At Student Work" collaboratively to build further understanding of aligning data to instruction –using Writing samples and rubrics, using Mathematics Open Response and Exemplars samples and rubrics. As well Professional development to focus on assessment, looking at students work, classroom environments, intervention and comprehension strategies, sequence of development of concepts in all strands, differentiation, writing mathematically, implementation of Classroom Walkthroughs with all teachers based on Professional Teaching Standards (Engagement & Classroom Environments), integration of Math resources with daily lessons including test prep with technology
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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 will be provided by an AUSSIE Educational Consultant, for all teachers and school administrators focusing on assessment, looking at students work, classroom environments, intervention and comprehension strategies, sequence of development of concepts in all strands, differentiation, writing mathematically, implementation of Classroom Walkthroughs with all teachers based on Professional Teaching Standards (Title I SWP) ▪ Multi-Media lab has been refurbished with new computers, tables and software will continue to be upgraded. (NYSTL)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) 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 increased performance levels on each rubric over year 2010-2011 ▪ Monitoring students progress by the Acuity tier level progression ▪ Tracking and Analysis of Everyday Math End of Unit Assessments ▪ Analysis of Math AUSSIE base-line and mid-year assessments, which are aligned with New York State Standards.

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, Color Mania)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ AIDP Family worker reviews daily ATS attendance and lateness reports and organizes Attendance Committee meetings (TL FSF) ▪ Pizza Parties are rewarded as attendance incentives to the classes with the highest attendance each month (TL One Time Allocation)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) 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 human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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 SWP 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.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) 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 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	56	56	N/A	N/A	5	0	0	0
1	50	50	N/A	N/A	3	0	0	0
2	44	44	N/A	N/A	2	0	0	0
3	37	37	N/A	N/A	4	0	0	0
4	46	46	46	46	3	0	0	0
5	40	40	40	40	5	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 Early-Childhood Intervention Teacher provides small group instruction on a push-in/pull-out basis, for students in grades Kindergarten, first and second, during the school day, five days a week. The <i>Foundations</i> program is being used to support word study instruction for K-2 students; and the Leaptrack Program is used to support reading and vocabulary development for 2nd grade students. ▪ The Upper-Grade ELA Intervention Teachers with the aid of two paraprofessionals 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 <i>Leaptrack</i> Program is used to support reading and vocabulary development. ▪ The <i>Foundations</i> Program is utilized during the Extended -Day program, grades K-3 to provide extra support for phonics and grammar instruction. ▪ During the Extended –Day program, students in grades 4-5 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.
Mathematics:	<ul style="list-style-type: none"> ▪ The Upper-Grade ELA Intervention Teachers with the aid of two paraprofessionals provides small group instruction on a push-in and pull-out basis for students in grades 3-5, during the school day. Guided Math instruction is provided, based on the Everyday Math Unit assessments and the AUSSIE Math assessments. ▪ 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.
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.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

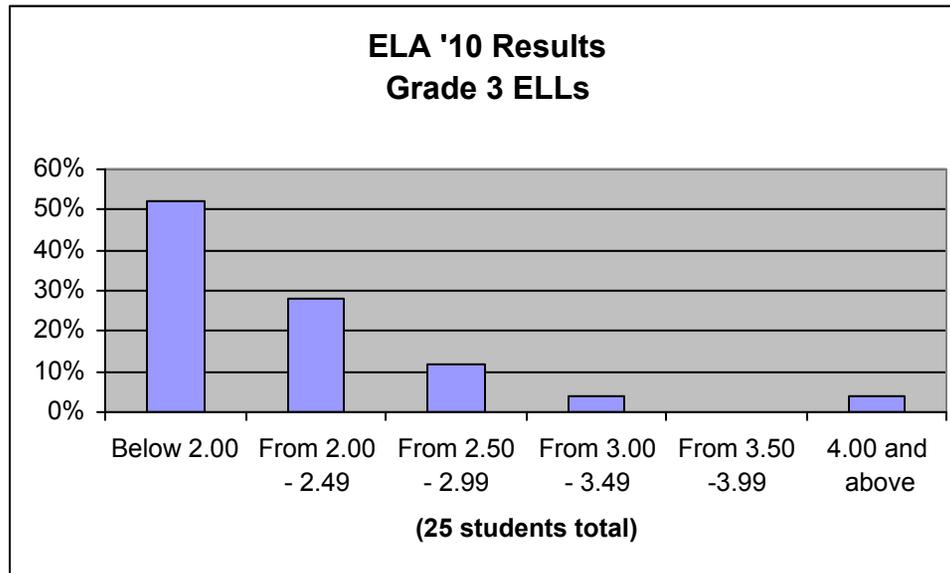
Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011
Form TIII – A (1)(a)

Grade Level(s) K – 5 Number of Students to be Served: 80 LEP Non-LEP
Number of Teachers 4 Other Staff (Specify) 1 Supervisor

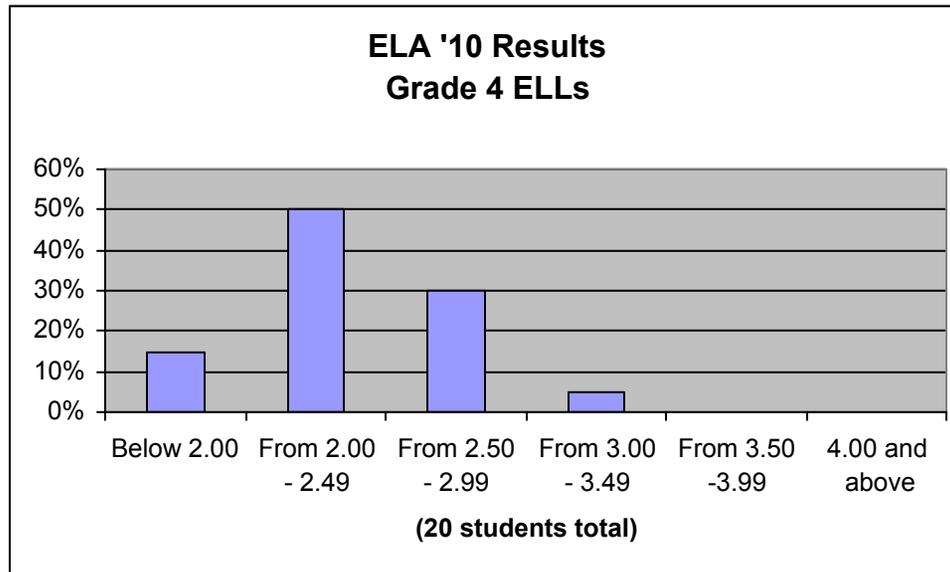
School Building Instructional Program/Professional Development Overview
14K120 Title III, Part A LEP Program

Language Instruction Program

PS 120 currently services its ELLs through a pullout/push-in ESL model. 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. Data analyses of results from the 2010 *ELA* show that **52%** of ELLs in grade 3 performed **below 2.00**. **28%** performed in the **2.00–2.49** range. **12%** performed in the **2.50–2.99** range. **4%** performed in the **3.00–3.49** range. **0%** performed in the **3.50–3.99** range. **4%** performed **4.00** and above.



Data analyses of results from the 2010 *ELA* show that **15%** of ELLs in grade 4 performed **below 2.00**. **50%** performed in the **2.00–2.49** range. **30%** performed in the **2.50–2.99** range. **5%** performed in the **3.00–3.49** range. **0%** performed in the **3.50–3.99** range. **0%** performed **4.00** and above.



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 approximately 80. The four classes will comprise of: a) ELLs in grade 2 (15-20 students), b) ELLs in grade 3 (15-20 students), c) ELLs in grades 4 (15-20 students), d) ELLs in grade 5 (15-20 students). The program will meet Mondays and Wednesdays, 3:10 – 5:10

P.M., and will run from January 2011 to May 2011. All instruction will be conducted in English.

The teachers instructing in the ESL after-school program include ESL teachers and highly-qualified Common Branch teachers, Content-Area teachers, and Intervention teachers. All teachers have received the 7.5 hours of ELL training as per Jose P. 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. 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-5:30 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 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 *Building Instructional Strategies for Success on the NYSESLAT*. In addition, teachers will discuss the progress of the students. 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. There 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)	\$15,106.20	<p><u>ELL Afterschool Program</u> 4 teachers X 30 sessions X 2 hours = 240 hours 240 hours X \$49.89 = \$11,973.60</p> <p>1 administrator X 30 sessions X 2 hours = 60 hours 60 hours X \$52.21 = \$3,132.60</p> <p>\$11,974 + \$3,132 = \$15,106.20</p>
Parent Involvement	<p>Per Session: Teacher: \$299.34</p> <p>Para: \$173.88</p> <p>Total per parent per session: \$ 473.76</p> <p>Total parent Involvement: \$673.76</p>	<p>ARIS Parentlink Workshops, Homework Helper Afterschool Program</p> <p>Teacher per session of Parent Workshops: 1 TR x 2 hours x 3 sessions x 49.89 = \$299.34</p> <p>Para per session: 1 para x 2 hours x 3 sessions x \$28.98 = \$ 173.88</p> <p>Materials and Supplies for Parent Workshops: \$100.00</p> <p>Refreshments \$100.00</p>
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	\$20,875.36	

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 noticed 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	457,887	121,907	579,794
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,579	1,219	5,798
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,894	*	
4. Enter the anticipated 10% set-aside for Professional Development:	45,788	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: ____98%____
6. If the percentage of high quality teachers during 2008-2009 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

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

Section I: Schoolwide Program (SWP) Required Components

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 2009 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. The NYS ELA data demonstrates an improvement in student performance from 2008-2009. 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%. The data from 2009 to 2010 shows a decline of 29% of students' performing at Levels 3 and Levels 4. Inversely, the students performing at Level 2 increased by 13%, and the percentage of students performing at Level 1 increased by 18%. In 2009, the percentage of students performing at levels 2, 3, and 4 increased by 5%. In 2010, the percentage of students performing at levels 2, 3, and 4 decreased by 16%
 - b. **Mathematics:**
 - I. 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%. In 2010, the percentage of students performing at level 1 increased by 11%, and the percentage of students performing at level 2 increased by 41%. The percentage of students performing at level 2 decreased by 44%, and the percentage of students performing at level 4 decreased by 8%. In 2009, the percentage of students performing at levels 2, 3, and 4 increased by 5%. In 2010, the percentage of students performing at levels 2, 3, and 4 decreased by 11%
 - 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, first, and second during the school day, five days a week. The Foundations program is being used to support word study instruction. The Leaptrack Program is used to support reading and vocabulary development.
 - Foundations is utilized during the Extended day program, grades k-3 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 2, 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. 98% of the staff is highly qualified
- b. Administration will meet with the 2% 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. Multiple 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. A partnership with Woodhull Hospital supports our students' and families emotional and physical health.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			384,625	X	17-21 ,23-25
Title I, Part A (ARRA)	Federal	X			120,688	X	17-21, 23-25
Title II, Part A	Federal	X			22,026	X	21
Title III, Part A	Federal	X			20,180	X	17-18, 26-32
Title IV	Federal			X	N/A	N/A	N/A
IDEA	Federal			X	N/A	N/A	N/A
Part D TITLE I TARGETED ASSISTANCE SCHOOLS					1,956,867	X	17-21

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:

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- 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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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 in Temporary Housing: 3
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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 120 Carlos Tapia					
District:	14	DBN:	14K120	School		331400010120

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	54	52		94.5	94.8	94.9
Kindergarten	65	80	60				
Grade 1	65	69	72	Student Stability - % of Enrollment:			
Grade 2	79	63	68	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	84	76	59		94.9	94.9	97.0
Grade 4	78	84	75				
Grade 5	64	75	75	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.6	99.0	99.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	35	46
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	489	502	464	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	7	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	30	31	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	37	42	44				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	41	42	39
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	6
# receiving ESL services only	128	128	TBD				
# ELLs with IEPs	8	26	TBD	Number of Educational Paraprofessionals	7	7	10

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.2	81.0	87.2
				% more than 5 years teaching anywhere	56.1	54.8	61.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	97.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	98.6	98.8	100.0
Black or African American	11.7	10.8	11.4				
Hispanic or Latino	84.5	85.1	84.3				
Asian or Native Hawaiian/Other Pacific	1.6	2.0	2.4				
White	2.2	1.8	1.7				
Male	47.2	51.4	48.7				
Female	52.8	48.6	51.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	35.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3 Donald Conyers	District 14	School Number 120	School Name P.S. 120K
Principal Ms. Liza Caraballo-Suarez		Assistant Principal Ms. Celina Napolitano	
Coach Ms. Dana Queen		Coach n/a	
Teacher/Subject Area Mr. Thomas Kwai/ESL		Guidance Counselor Ms. Eliza Figueroa	
Teacher/Subject Area Ms. Patricia Cordero/ESL		Parent Maria Santos	
Teacher/Subject Area Ms. Robyn Sutera-Engel/AIS		Parent Coordinator Ms. Carmen Rosario	
Related Service Provider n/a		Other Ms. Rosina Bonneau/AIS	
Network Leader Ms. Margarita Nell		Other n/a	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	413	Total Number of ELLs	108	ELLs as Share of Total Student Population (%)	26.15%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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. LAB-R eligible students must be tested within the first 10 days of initial enrollment. If the child scores below proficiency on the LAB-R, the child becomes eligible for state-mandated services for ELLs. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R will be administered a Spanish LAB by the ESL teachers. The Spanish LAB is administered only once during the same testing period as the LAB-R in order to determine language dominance for instructional planning in providing services. 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

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	3	3	3								9
Total	0	0	0	3	3	3	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	108	Newcomers (ELLs receiving	69
		Special Education	11

		service 0-3 years)			
SIFE	3	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL			0		0			0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	24	6	11	26	20								103
Chinese	1		1	1										3
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish						1								1
Albanian														0
Other														0
TOTAL	17	25	7	12	26	21	0	108						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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

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. 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. 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 sophisticated 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 learning note-taking skills and test taking skills. Academic language continues to be developed. Literary devices such as figurative language and idioms are studied further.

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 inclusion 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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.

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 culture 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, and Rigby On Our Way to English. 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. ELLs are provided with translated glossaries on state exams. Translators are also made available for native languages without translated materials.

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

ELLs are selected to attend ESL summer school in a neighboring elementary school before the beginning of the new school year.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

F. Professional Development and Support for School Staff

Staff members have attended various professional development workshops and conferences. Teachers and administration have attended ARIS training workshops throughout the year. They have also received ACUITY training. 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, common branch 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. ESL teachers and mainstream teachers collaborate during common planning times in order to discuss the needs of ELLs and instructional strategies and solutions.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

G. Parental Involvement

In January 2010, we launched 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. There will be at least three sessions for the workshops to be held in the afternoon from 3:10-5:10 P.M.

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. Parents' input is also gathered at Parent Teacher Conferences, PTA meetings, Leadership Team meetings, and workshops conducted by the Parent Coordinator and Family Worker.

The school uses parents' voiced concerns and interests to plan workshops, events, and parental involvement activities.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	2	4	5	0								19
Intermediate(I)	3	13	3	6	15	5								45
Advanced (A)	11	6	2	1	8	16								44
Total	17	24	7	11	28	21	0	0	0	0	0	0	0	108

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	2	2	0							
	I		2	0	0	0	0							
	A		11	5	5	6	1							
	P		11	1	4	18	20							
READING/ WRITING	B		5	1	4	4	0							
	I		13	3	6	14	5							
	A		6	1	1	8	16							
	P		0	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	13	10	1	1	25
5	3	16	1	0	20
6					0
7					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6		19		2		0		27
5	0		13		7		0		20
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		15		1		20
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		2		11		3		18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

B. Assessment Analysis

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, 36% (4 out of 11 ELLs) are on the beginning level, 55% (6 out of 11 ELLs) are on the intermediate level, and 9% (1 out of 11 ELLs) are on the advanced level.

In the fourth grade, 18% (5 out of 28 ELLs) are on the beginning level, 54% (15 out of 28 ELLs) are on the intermediate level, and 29% (8 out of 28 ELLs) are on the advanced level.

In the fifth grade, 0% (0 out of 21 ELLs) are on the beginning level, and 24% (5 out of 21 ELLs) are on the intermediate level, and 76% (16 out of 21 ELLs) are on the advanced level.

ELA and Math Data Analysis

On the third grade (2010) ELA test, 2 ELLs were exempt from the test. 13 out of 25 ELLs (52%) scored a level one, 10 out of 25 ELLs (40%) scored a level two, 1 out of 25 ELLs (4%) scored a level three, and 1 out of 25 ELLs (4%) scored a level four.

On the fourth grade (2010) ELA test, 0 ELLs were exempt from the test. 3 out of 20 ELLs (15%) scored a level one, 16 out of 20 ELLs (80%) scored a level two, 1 out of 20 ELLs (5%) scored a level three, and 0 out of 20 ELLs (0%) scored a level four.

On the third grade (2010) Math test, 6 out of 27 ELLs (22%) scored a level one, 19 out of 27 ELLs (70%) scored a level two, 2 out of 27 ELLs (7%) scored a level three, and 0 out of 27 ELLs (0%) scored a level four.

On the fourth grade (2010) Math test, 0 out of 20 ELLs (0%) scored a level one, 13 out of 20 ELLs (65%) scored a level two, 7 out of 20 ELLs (35%) scored a level three, and 0 out of 20 ELLs (0%) scored a level four.

Data analyses of results from the 2010 ELA show that 52% of ELLs in grade 3 performed below 2.00. 28% performed in the 2.00–2.49 range. 12% performed in the 2.50–2.99 range. 4% performed in the 3.00–3.49 range. 0% performed in the 3.50–3.99 range. 4% performed 4.00 and above.

Data analyses of results from the 2010 ELA show that 15% of ELLs in grade 4 performed below 2.00. 50% performed in the 2.00–2.49 range. 30% performed in the 2.50–2.99 range. 5% performed in the 3.00–3.49 range. 0% performed in the 3.50–3.99 range. 0% performed 4.00 and above.

Data analyses of results from the 2010 Math show that 22% of ELLs in grade 3 performed below 2.00. 41% performed in the 2.00–2.49 range. 30% performed in the 2.50–2.99 range. 7% performed in the 3.00–3.49 range. 0% performed in the 3.50–3.99 range. 0% performed 4.00 and above.

Data analyses of results from the 2010 Math show that 0% of ELLs in grade 4 performed below 2.00. 30% performed in the 2.00–2.49 range. 35% performed in the 2.50–2.99 range. 20% performed in the 3.00–3.49 range. 15% performed in the 3.50–3.99 range. 0% performed 4.00 and above.

NYS Science Data Analysis

In the 2009-2010 school year, there were 0 ELLs in the fourth grade who scored on Level 1 on the NYS Science exam. There were 4 ELLs in the fourth grade who scored on Level 2 on the NYS Science exam. There were 15 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.

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. The school evaluates the success of the program for ELLs according to goals set from data analysis.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		