



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE MAGNET SCHOOL OF MULTI-CULTURAL EDUCATION

DBN: 14K120

PRINCIPAL: LIZA CARABALLO-SUAREZ

EMAIL: [LCARABA@SCHOOLS.NYC.GOV](mailto:LCARABA@SCHOOLS.NYC.GOV)

SUPERINTENDENT: ALICJA WINNICKI

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Liza Caraballo-Suarez	*Principal or Designee	
Victor Mogielnicki	*UFT Chapter Leader or Designee	
Maria Flores	*PA/PTA President or Designated Co-President	
Mille Rodriguez	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sonia Rodrigo	Member/Teacher/Chairperson	
Lorraine Caquias	Member/Teacher/Co-Chairperson	
Lydia Arnold	Member/Paraprofessional	
Maria Munoz	Member/Paraprofessional/Time Keeper	
Hazel Ordanez	Member/Parent/Secretary	
Glenda Menjivar	Member/Parent	
Catalina Salazar	Member/Parent	
Pedro Geraldino	Member/Parent	
Kharis Hernandez	Member/Parent	
Chastity Macias	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

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 2013:

a. we will achieve the ELA performance index of 117

b. 57% of all students in grades 3, 4, and 5 will attain performance levels 2, 3 and 4 as indicated by the NYS ELA exams.

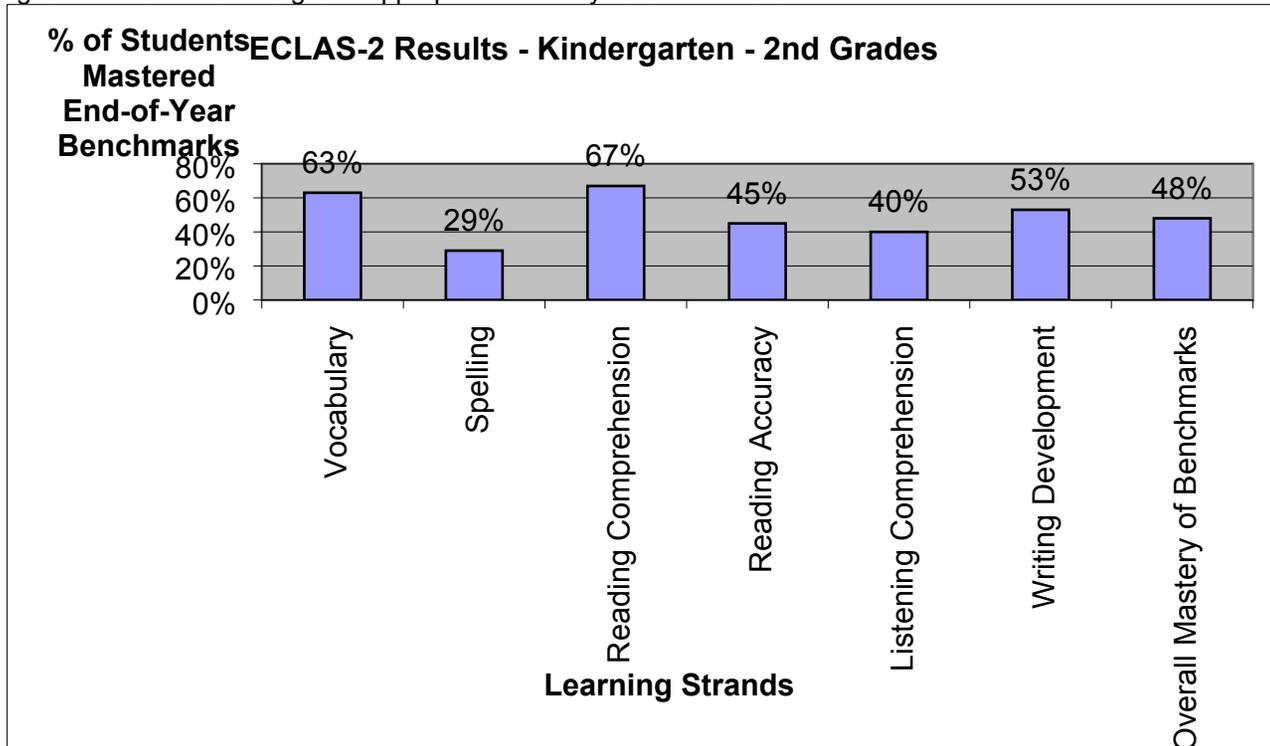
c. 60% of all students grades K, 1 and 2 will master the ECLAS end-of-year grade level activity benchmarks

#2 To maintain and improve our ESL instruction program for ELL students so that by June 2013, 58% of these students will show progress by moving up one or more levels as indicated by the NYSESLAT.

### **Comprehensive needs assessment**

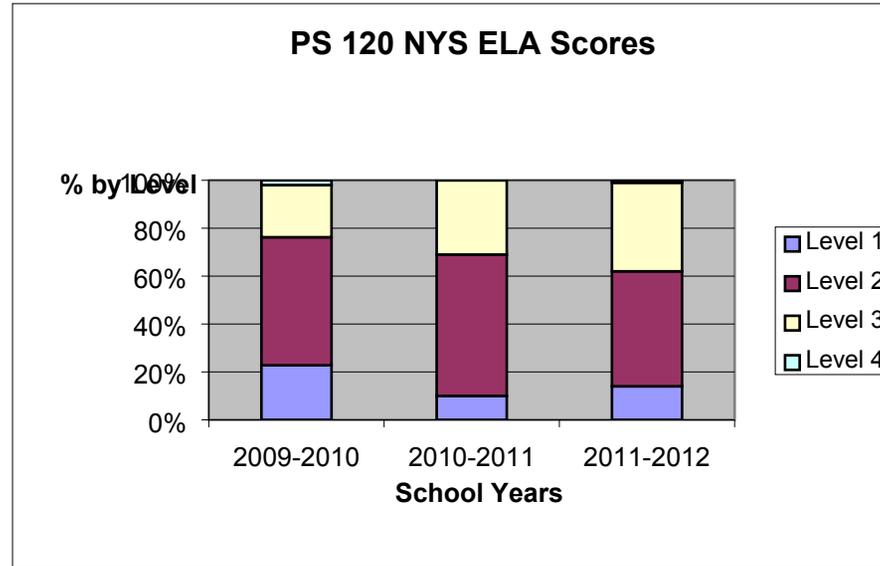
#### **Grades K-2:**

ECLAS-2 results in 2012 showed that students in grades K -2 needed the most help in spelling, listening comprehension, and reading accuracy. Overall 48% of kindergarten, first and second graders mastered their grade appropriate end of year benchmarks.



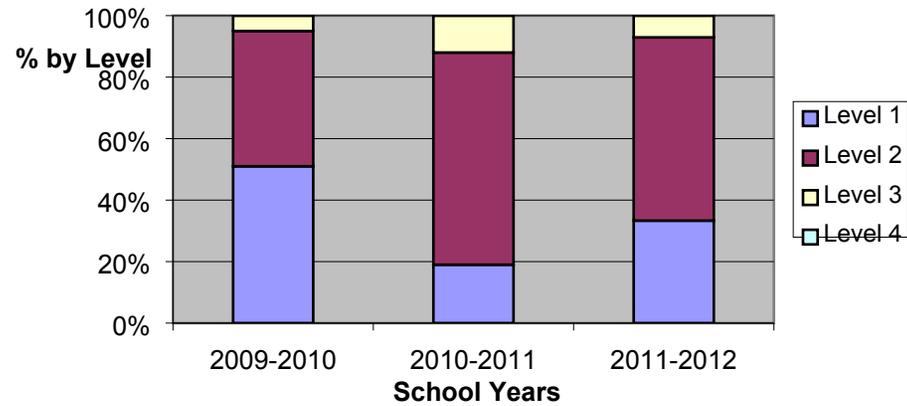
**Grades 3-5:**

The NYS ELA data from 2011 to 2012 shows an increase of 7% of students' performing at Levels 3 and Levels 4. Inversely, the percentage of students performing at Level 2 decreased by 11%, and the percentage of students performing at Level 1 increased by 4%. The data demonstrates an improvement in student performance from 2010 to 2011. In 2011, the percentage of students performing at Level 1 decreased by 13%. Inversely, the percentage of students performing at Level 2 increased by 5%, and the percentage of students performing at Level 3 increased by 9%. The percentage of students performing at Level 4 decreased by 2%.



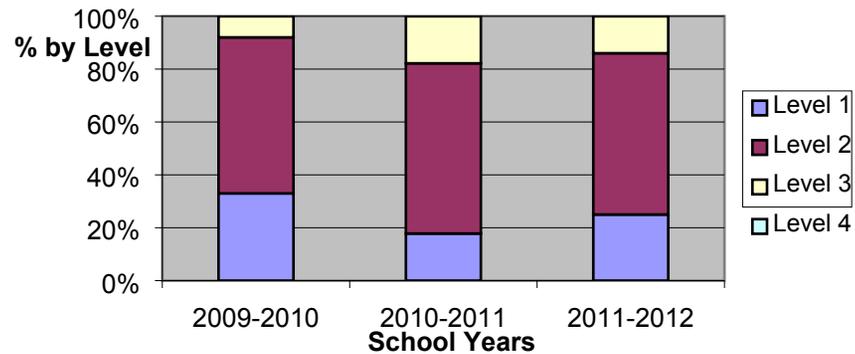
In 2012, the percentage of students with disabilities performing at levels 3 and 4 decreased by 5%, and the percentage of students performing at level 2 decreased by 10%. The percentage of students performing at level 1 increased by 14%. In 2011, the percentage of students with disabilities performing at levels 3 and 4 increased by 7%, and the percentage of students performing at level 2 increased by 25%. The percentage of students performing at level 1 decreased by 32%.

### NYS ELA Scores for Students with Disabilities



In 2012, the percentage of ELL students performing at levels 3 and 4 decreased by 4% and the percentage of students performing at level 2 decreased by 4%. The percentage of students performing at level 1 increased by 7%. In 2011, the percentage of ELL students performing at levels 3 and 4 increased by 10% and the percentage of students performing at level 2 increased by 6%. The percentage of students performing at level 1 decreased by 15%.

### NYS ELA ELL Student Scores



**Instructional strategies/activities**

- All classes will continue to implement the Balanced Literacy Program consisting of :
  - ✓ Independent Reading/Writing
  - ✓ Shared Reading
  - ✓ Read Aloud (with Accountable Talk)
  - ✓ Guided Reading/Writing
  - ✓ Word Study
- Within grade level, faculty and staff development meetings, continue to develop teachers' familiarity with and understanding of new Common Core Learning Standards as applied to planning and assessing literacy units of work
- With the Common Core roll-out, staff will continue to explore and investigate the modification of curriculum maps, learning targets and reflect on revisions/re-developments needed for formative assessments
- As per the 2012-2013 citywide instructional initiatives, all grades will implement two Literacy Common Core Units of Study with assessment tasks
- 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 to deepen staff understanding of Response to Intervention NYS Principles and Model, as applied to Tier 1 daily classroom instruction and Tier 2 and 3 intervention work
- Continued staff development on reading conferring strategies and small group instruction
- Staff development with a focus on using non-fiction running records and miscue analysis to most effectively inform general classroom and intervention instruction, in order to differentiate reading instruction
- Embed test prep within daily lessons through monthly calendars using NYC Planning Guide references
- Using Acuity to design custom assessments and instructional lessons to meet individual needs
- Continued implementation of a guided reading program
  - ✓ 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
- Reading Levels tracked three times a year
- 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, UDL strategies, Differentiated Instruction and Common Core Standards.

**Strategies to increase parental involvement**

- School Leadership Parents, as well as all parents will be trained to interpret both formal and informal school data reports (i.e. attendance reports, ARIS, school report card, progress report, parent survey)
- To provide translated correspondence on school news, information, and issues in all languages used in the school community
- To increase parent knowledge of curriculum through various workshops and events (i.e. writing celebrations).
- 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.
- Individual Grade Level Curriculum Nights addressed specific grade-level standards and expectations
- Parents as Reading Partners Book Club introduced literacy strategies to support parents' ability to address their child learning goals. Participating parents received books in English and their native language

- Transition Workshops will supply parents with information and materials to support their children’s transition to the next grade.
- 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.
- Mother-Son and Father-Daughter dances foster a stronger home-school connection.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants      X   Other (NYSTL)

**Service and program coordination**

- Instructional Coach will provide ongoing professional development supporting all components of Balanced Literacy Program. (Title 1 SWP and TL FSF)
- *Words Their Way* professional literature, student materials, and training workshops were purchased to provide teachers with all necessary resources to implement a school-wide Word Study Program. (FSF, NYSTL, Core Curriculum)
- *Foundations* 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)
- 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 will continue to be provided by Instructional Coach. (NYSTL)
- Purchase of Kaplan and NYSESLAT materials, to support the embedding of test prep within daily lessons and support differentiated instruction. (TL & Title III)
- Multi-Media lab has been refurbished with new computers, tables and software and will continue to be upgraded. (NYSTL)
- In order to support the instruction of non-fiction literature, The Fountas & Pinnell Benchmark Assessment System has been purchased. Professional Development from the publishers has been provided. (NYSTL & Title I SWP)

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

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 2013:

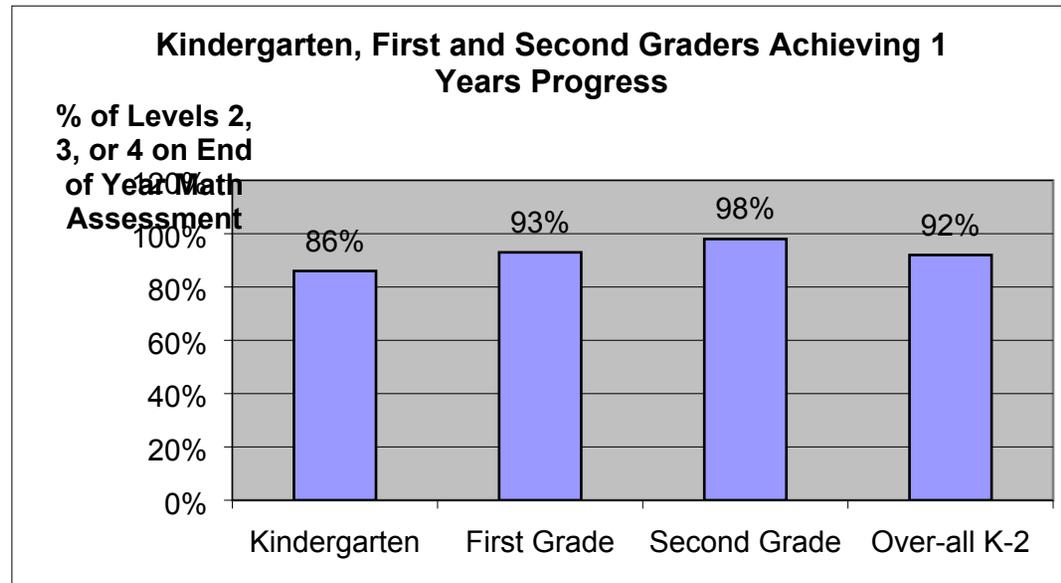
- a. we will achieve a performance index in mathematics of 148
- b. 60% of all students in grades 3, 4, and 5 will attain performance levels 2, 3 and 4 as indicated by the NYS Math exams.

85% 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 and Common Core Standards.

### **Comprehensive needs assessment**

#### **Grades K-2:**

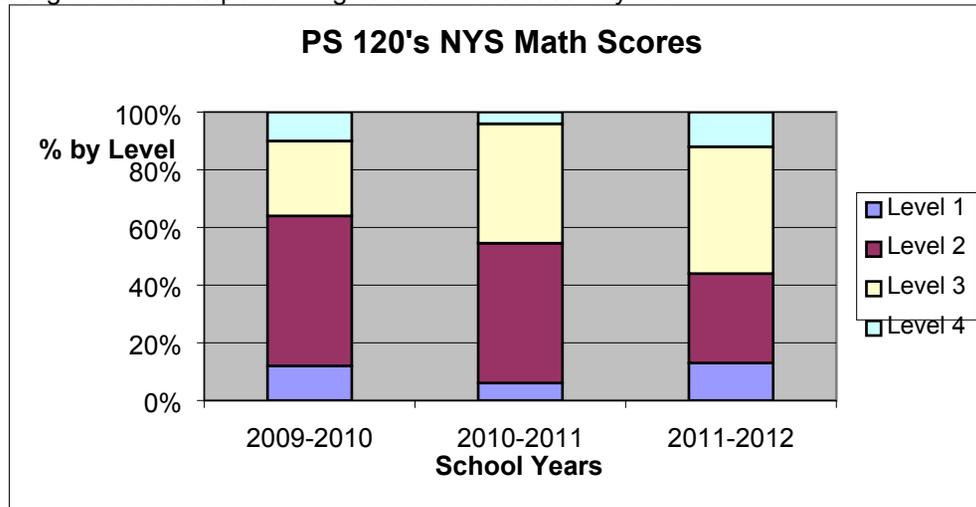
In 2012, kindergarten, first and second grade students achieving at least one year's progress was measured using the AUSSIE end of year assessment, as indicated by achieving a Level 2, 3, or 4. 86% of kindergarten students, 93% of first grade students, and 98% of second grade students achieved at least one year's progress. Over-all 92% of K, 1, and 2 students achieved levels 2, 3, and 4.



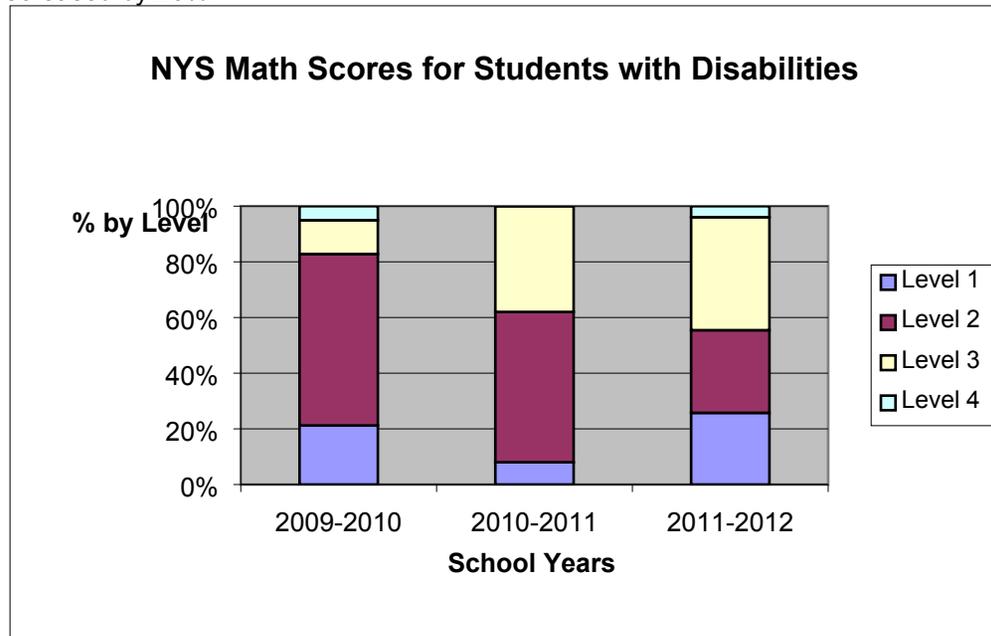
#### **Grades 3-5:**

In 2012, the percentage of students performing at level 1 increased by 7%, and the percentage of students performing at level 2 decreased by 17%. The percentage of students performing at level 3 increased by 3%, and the percentage of students performing at level 4 increased by 6%. In 2011, the percentage of students performing at level 1 decreased by 6%, and the percentage of students performing at level 2 decreased by 4%. The percentage of students performing at

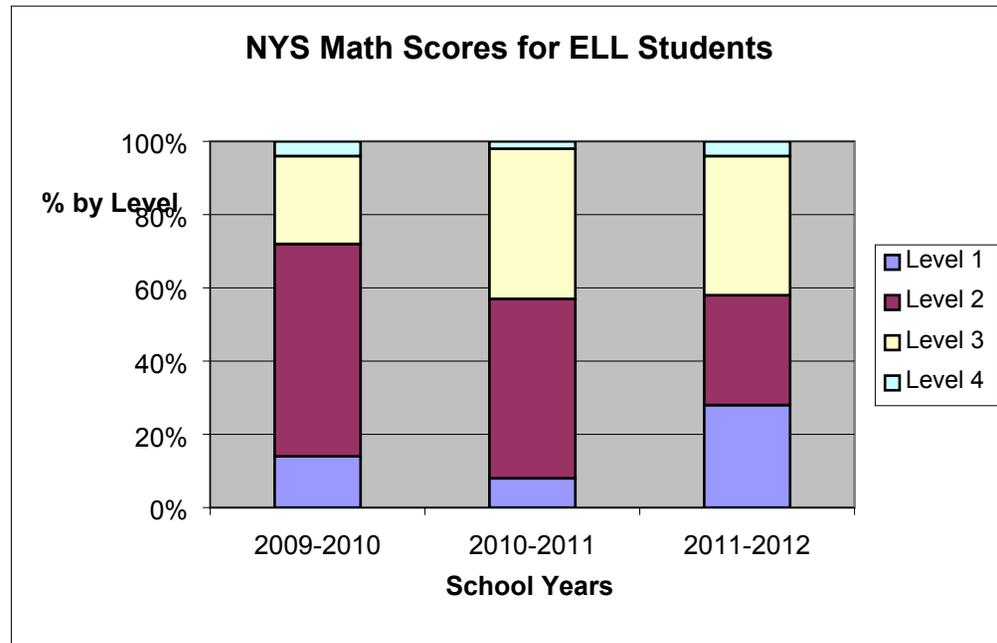
level 3 increased by 15%, and the percentage of students performing at level 4 decreased by 6%.



In 2012, the percentage of students with disabilities performing at levels 3 and 4 increased by 7%. Inversely, the percentage of students performing at levels 2 and 1 decreased by 6%. In 2011, the percentage of students with disabilities performing at levels 3 and 4 increased by 21%, and the percentage of students performing at levels 2 and 1 decreased by 20%.



In 2012, the percentage of ELL students performing at levels 3 and 4 decreased by 1%. Inversely, the percentage of students performing at levels 2 and 1 increased by 1%. In 2011, the percentage of ELL students performing at levels 3 and 4 increased by 15%, and the percentage of students performing at levels 2 and 1 decreased by 15%.



#### Instructional strategies/activities

- 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, continue developing teachers' familiarity with and understanding of new Common Core Learning Standards as applied to planning and assessing math units of work
- With this Common Core roll-out, staff will continue 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

- As per the 2012-2013 citywide instructional initiatives all grades will implement two Math Common Core Units of Study with assessment tasks
- Grades 2 and 3 will continue to utilize the computerized STMath program, which addresses students' instructional needs and promotes higher order thinking skills
- Students' writing on Exemplars and Open Response tasks indicates increased performance levels on each rubric over year 2012-2013
- 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 and Common Core Standards.

**Strategies to increase parental involvement**

- School Leadership Parents, as well as all parents will be trained to interpret both formal and informal school data reports (i.e. attendance reports, ARIS, school report card, progress report, parent survey)
- To provide translated correspondence on school news, information, and issues in all languages used in the school community
- To increase parent knowledge of curriculum through various workshops and events (i.e. writing celebrations).
- 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.
- Individual Grade Level Curriculum Nights addressed specific grade-level standards and expectations
- Parents as Reading Partners Book Club introduced literacy strategies to support parents' ability to address their child learning goals. Participating parents received books in English and their native language
- Transition Workshops will supply parents with information and materials to support their children's transition to the next grade.
- 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. (Mother-Son and Father-Daughter dances foster a stronger home-school connection.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      X   Other (NYSTL)

**Service and program coordination**

- Everyday Mathematics will be utilized in grades Pre-K – 5<sup>th</sup>. 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 the Instructional Coach and the AUSSIE Math Consultant, for all teachers 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 1 SWP and TL FSF)
- Purchase of Kaplan materials, to support the embedding of test prep within daily lessons and support differentiated instruction. (TL)
- Multi-Media lab has been refurbished with new computers, tables and software and will continue to be upgraded. (NYSTL)

## ANNUAL GOAL #3 AND ACTION PLAN

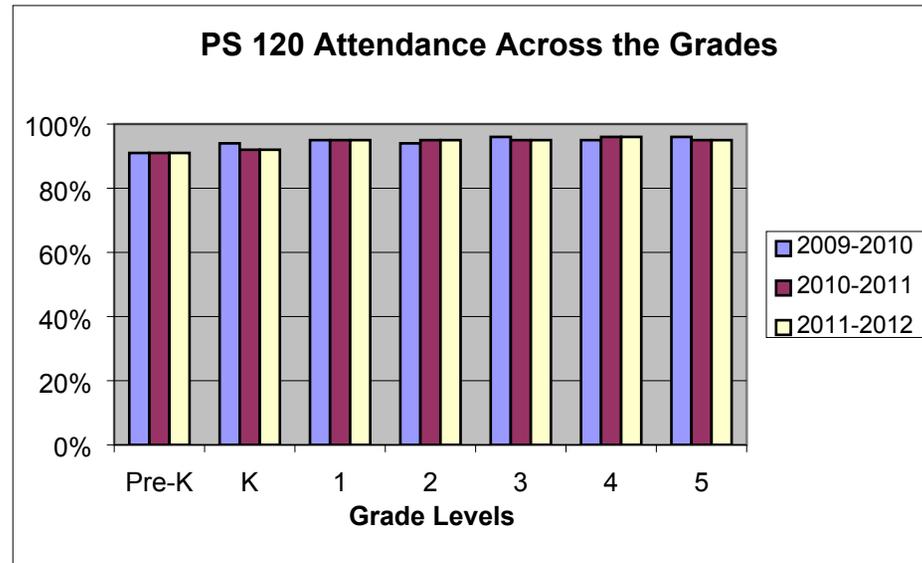
### Annual Goal #3

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.

### Comprehensive needs assessment:

An analysis of the data indicates that attendance has remained above 90% for the prior six years. Our attendance rate remains higher than those of similar and city schools. We would like to see a continuing decline in the number of students with 16 or more absences, who are mostly in the lower grades.



### Instructional strategies/activities

- 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)
- Attendance above 90% will be maintained and 5% improvement of students with 16+ absences, as indicated by ATS attendance reports

### Strategies to increase parental involvement

- 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
- School Leadership Parents, as well as all parents will be trained to interpret both formal and informal school data reports (i.e. attendance reports, ARIS,

school report card, progress report, parent survey)

- To provide translated correspondence on school news, information, and issues in all languages used in the school community
- 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.
- Individual Grade Level Curriculum Nights addressed specific grade-level standards and expectations
- Parents as Reading Partners Book Club introduced literacy strategies to support parents' ability to address their child learning goals. Participating parents received books in English and their native language
- Transition Workshops will supply parents with information and materials to support their children's transition to the next grade.
- 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.
- Mother-Son and Father-Daughter dances foster a stronger home-school connection.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy      Title I      Title IIA      Title III     X  Grants      Other

If other is selected describe here:

**Service and program coordination**

- AIDP Family worker reviews daily ATS attendance and lateness reports and organizes Attendance Committee meetings (TL FSF)
- Attendance Celebrations with Pizza are rewarded as attendance incentives to the classes with the highest attendance each month (TL FSF)
- The *Leader in Me* program has enhanced students to take ownership of their learning, which promotes positive school culture and increases student moral. (TL SS & Network Grant)

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

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%.

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- 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 (i.e. attendance reports, ARIS, school report card, progress report, parent survey)
- 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
- To increase parent knowledge of curriculum through various workshops and events (i.e. writing celebrations)
- 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

### **Strategies to increase parental involvement**

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

- Inform 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.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- 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. (TL Parent Coordinator)
- Individual Grade Level Curriculum Nights addressed specific grade-level standards and expectations (Title I SWP 1%)
- Parents as Reading Partners Book Club introduced literacy strategies to support parents' ability to address their child learning goals. Participating parents received books in English and their native language (Title I SWP 1%)
- Transition Workshops will supply parents with information and materials to support their children's transition to the next grade. (TL Pre K, Title I SWP 1%)
- 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. (Universal Pre-K & Title I SWP 1%)
- Mother-Son and Father-Daughter dances foster a stronger home-school connection. (Title I SWP 1%)

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.) Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• The two intervention paraprofessionals push-in to classrooms in order to provide small group instruction, during the school day. The <i>Foundations</i> program and the <i>Great Leaps</i> program are being used to support word study instruction; and Guided Reading is used to support reading and vocabulary development.</li> <li>▪ The <i>Foundations</i> Program is utilized during the Extended -Day program, grades K-3 to provide extra support for phonics vocabulary, and grammar instruction.</li> <li>▪ 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, vocabulary, and grammar instruction.</li> <li>▪ An After-School Literacy/Math Institute for at-risk students in grades 3, 4, and 5 will provide extra help to improve reading, writing and math skills. During the months of January – April, the program will meet twice a week.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• The two intervention paraprofessionals push-in to classrooms in order to provide small group instruction, during the school day. Guided Math instruction is provided, based on the Everyday Math Unit assessments and the AUSSIE Math assessments.</li> <li>▪ 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.</li> <li>▪ An After-School Literacy/Math Institute for at-risk students in grades 3, 4, and 5 will provide extra help to improve reading, writing and math skills. During the months of January – April, the program will meet twice a week.</li> </ul>
Science	Academic intervention services are provided during the school day, by teachers through the teaching of reading and writing in the content areas.
Social Studies	Academic intervention services are provided during the school day, by teachers through the teaching of reading and writing in the content areas.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Nurse provides a series of Asthma Workshops, throughout the school year for students,</li> </ul>

Worker, etc.)

whom have been diagnosed with asthma. Workshops take place during the school day.

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Currently, 100% of the staff is highly qualified. If staff is identified as not highly qualified, the Administration will meet with them in order to develop a educational plan to fulfill their license requirements. In addition, the teachers will be sent to a NYC evaluator to support their educational plan

Some of the high-quality professional development that is provided for the staff includes:

1. Ongoing Professional Development with be provided by the Literacy Coach, 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. Staff development with a focus on using non-fiction running records and miscue analysis to most effectively inform general classroom and intervention instruction, in order to differentiate reading instruction
2. *Words Their Way* professional literature, student materials, and training workshops were purchased to provide teachers with all necessary resources to implement a school-wide Word Study Program
3. Ongoing Professional Development with be provided by the AUSSIE Math Consultant, for all teachers 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 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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Public School 120  
Title I Parent Involvement Policy**

**BELIEF**

Public School 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**

Public School 120 is committed to achieving the following goals:

- Inform 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 with their children 15-30 minutes a night, in English and/or their native language.
- 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>J. Ruiz</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>120</b>
School Name <b>P.S. 120K</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Ms. Liza Caraballo-Suarez</b>	Assistant Principal <b>Ms. Celina Napolitano</b>
Coach <b>Ms. Dana Queen</b>	Coach <b>N/A</b>
ESL Teacher <b>Ms. Patricia Cordero/ESL</b>	Guidance Counselor <b>Ms. Eliza Figueroa</b>
Teacher/Subject Area <b>Ms. Robyn Sutera/AIS</b>	Parent <b>Maria Flores</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Ms. Carmen Rosario</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader <b>Ms. Margarita Nell</b>	Other <b>N/A</b>

### C. 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>492</b>	Total Number of ELLs	<b>102</b>	ELLs as share of total student population (%)	<b>20.73%</b>
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## Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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](#)].)
4. 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. 

#### 21a. Steps to Identify ELLs

When a child is enrolled, certified ESL teacher 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 teacher 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 teacher 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 teacher. 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 is responsible for conducting the initial screening, administering the HLIS, and administering the LAB-R is Ms. Patricia Cordero, Certified ESL Teacher.

#### 1c. Annual Evaluation of ELLs with NYSESLAT

ESL teacher utilizes 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 facilitator is the ESL Teacher with the help of the Parent Coordinator and the Family Worker. Faculty members are equipped to translate in Spanish. However, additional translators of other languages such as Chinese and Arabic 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 Teacher 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. The certified ESL teacher provides 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

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

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	12
SIFE	2	ELLs receiving service 4-6 years	25	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	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	59	2	12	25	0	0	0	0	0	84
<b>Total</b>	<b>59</b>	<b>2</b>	<b>12</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>84</b>

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

**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
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
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	EP																		
Spanish	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
Russian	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
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-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	18	17	17	11	8	26								97
Chinese		2		1	1									4
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>18</b>	<b>19</b>	<b>17</b>	<b>12</b>	<b>9</b>	<b>27</b>	<b>0</b>	<b>102</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### 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.

## A. Programming and Scheduling Information

ELLs in grades K-5 are assembled into heterogeneous, graded groups. Efforts have been made 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, previewing and reviewing key skills, concepts, and processes. The ESL teacher also promotes 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 teacher ensures 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 teacher ensures 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

## A. Programming and Scheduling Information

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 teacher works 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 increased vocabulary development 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 teacher modifies 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.

### Instructional Strategies

To help those LEP students with disabilities whose IEP recommends ESL or bilingual instruction, we have implemented a number of interventions. For students in grade K-3 we provide extra support for phonics and grammar instruction. The Extended-Day program utilizes the Foundations program which is being used to support word study instruction. The Award Reading Program is being used as a comprehensive program for teaching and assessing literacy. During the Extended-Day program, students in grades 4-5 receive ELA intervention using the workshop model.

### Curricular, Instructional, and scheduling:

The school has been implementing strategies from the books : The Title I Teaching Guide to Teaching Reading, and Help! My Kids Don't All Speak English. These strategies were demonstrated during Professional Development, given by the author, Nancy Akhavan. This Professional Development has enabled teachers to modify the reading workshop to meet the needs of our English Language Learner/SWDs. After grade level meetings ELL support and instruction is provided in a pullout program by taking in account students language levels, teacher schedules and student grade levels.

Students are provided with extra support through the teaching of reading and writing through the content areas.

- Assign tasks at an appropriate reading level.
- Provide an overview of the lesson before beginning.
- Preteach difficult vocabulary.
- Use concrete examples of concepts before teaching the abstract (for example, use math manipulatives).
- Relate information to the student's experiential base.
- Model strategies and give examples.
- Give instructions in more than one modality
- Relate lessons to the "real world."
- Monitor the student's comprehension of language used during instruction.
- Schedule frequent, short conferences with the student to check for comprehension.
- Provide consistent review of any lesson before introducing new information.
- Give written directions to supplement verbal directions.

## A. Programming and Scheduling Information

- Utilize visual aids.
- Utilize manipulative, hands-on activities.
- Provide an established daily routine.
- Provide clear rules and consistently enforce them
- Seat student in an area free of distractions.
- Provide opportunities for movement.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

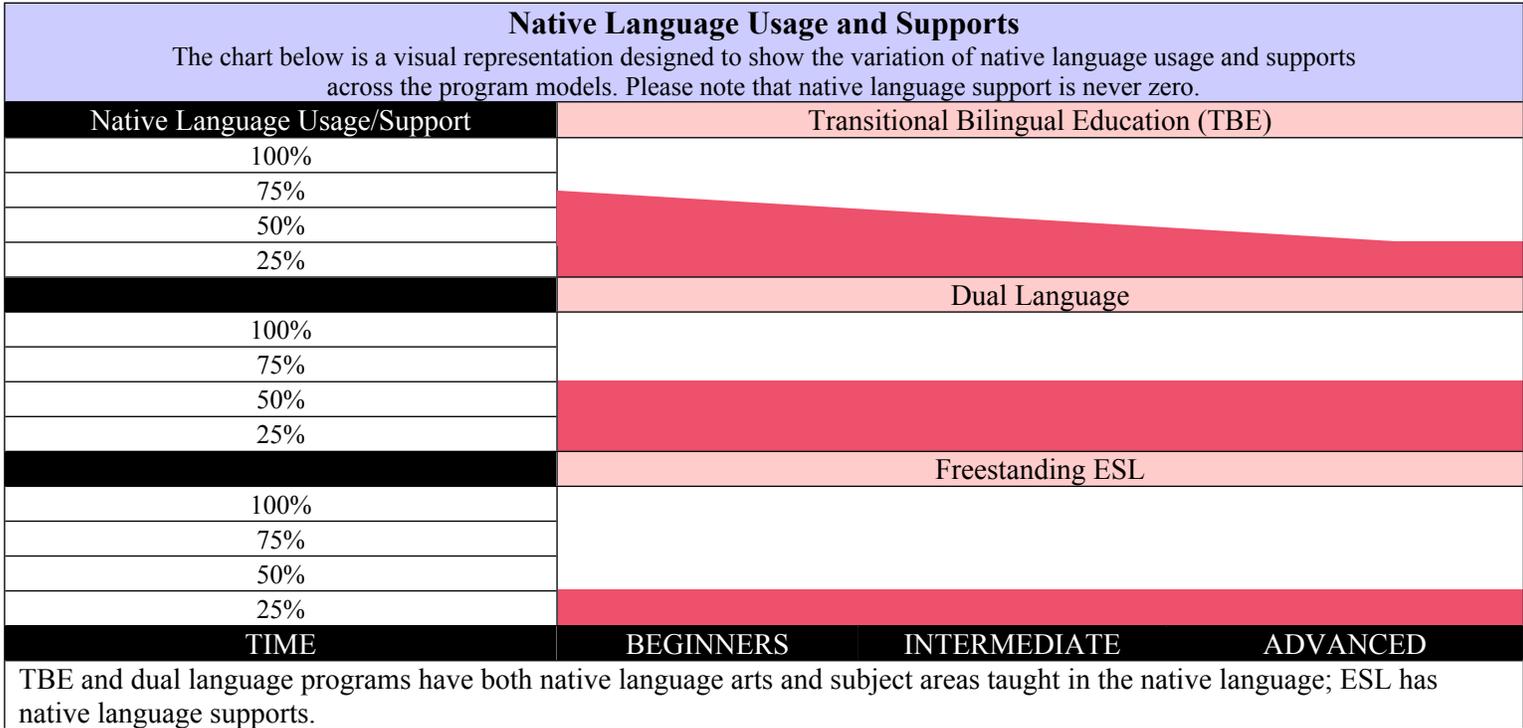
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### 5. Targeted Intervention Programs for ELLs

ELLs in need of targeted intervention can qualify to receive services from Reading Specialists. 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 the ESL teacher. Former ELLs are also invited to participate in the ELL Afterschool Program on a space available basis.

### 7. New Programs and Improvements

Two years ago, 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 English Language Learners Afterschool Program, and the Academic Reading and Math Afterschool 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 teacher turn-keys 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 and presently continued 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 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)	1	8	4	0	2	1								16
Intermediate(I)	1	9	3	10	4	16								43

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	16	2	10	2	3	10								43
Total	18	19	17	12	9	27	0	0	0	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	2	0	0							
	I		1	0	2	0	1							
	A		8	9	6	2	5							
	P		9	8	4	7	19							
READING/ WRITING	B		7	3	1	2	1							
	I		11	4	9	4	14							
	A		1	9	2	3	10							
	P		0	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	3	1		9
5	4	17	2		23
6					0
7					0
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	3		5		1		0		9
5	1		14		10		0		25
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		19		1		25
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
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.

Paste response to questions 1-6 here B. Assessment Analysis

Our school uses ECLAS-2 and Fountas and Pinnell to assess the early literacy of our ELLs.

#### NYSESLAT Data Analysis

A review of the Spring 2011 administration of the NYSESLAT indicates the following:

In first grade, 42% (8 out of 19 ELLs) are on the beginning level, 47% (9 out of 19 ELLs) are on the intermediate level, and 11% (2 out of 19 ELLs) are on the advanced level.

In the second grade, 24% (4 out of 17 ELLs) are on the beginning level, 18% (3 out of 17 ELLs) are on the intermediate level, and 59% (10 out of 17 ELLs) are on the advanced level.

In the third grade, 0% (0 out of 12 ELLs) are on the beginning level, 83% (10 out of 12 ELLs) are on the intermediate level, and 17% (2 out of 12 ELLs) are on the advanced level.

In the fourth grade, 22% (2 out of 9 ELLs) are on the beginning level, 44% (4 out of 9 ELLs) are on the intermediate level, and 33% (3 out of 9 ELLs) are on the advanced level.

In the fifth grade, 4% (1 out of 27 ELLs) are on the beginning level, and 59% (16 out of 27 ELLs) are on the intermediate level, and 37% (10 out of 27 ELLs) are on the advanced level.

#### ELA and Math Data Analysis

On the third grade (2011) ELA test, 5 out of 9 ELLs (56%) scored a level one, 3 out of 9 ELLs (33%) scored a level two, 1 out of 9 ELLs (11%) scored a level three, and 0 out of 9 ELLs (0%) scored a level four.

On the fourth grade (2011) ELA test, 2 ELLs were exempt from the test. 2 ELL's are new admits this year who didn't take the test last year. 4 out of 27 ELLs (15%) scored a level one, 17 out of 27 ELLs (63%) 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 third grade (2011) Math test, 3 out of 9 ELLs (33%) scored a level one, 5 out of 9 ELLs (56%) scored a level two, 1 out of 9 ELLs (11%) scored a level three, and 0 out of 9 ELLs (0%) scored a level four.

On the fourth grade (2011) Math test, 2 ELL's are new admits this year who didn't take the test last year. 1 out of 27 ELLs (4%) scored a level one, 14 out of 27 ELLs (52%) scored a level two, 10 out of 27 ELLs (37%) scored a level three, and 0 out of 27 ELLs (0%) scored a level four.

Data analyses of results from the 2011 ELA show that 56% of ELLs in grade 3 performed below 2.00. 33% performed in the 2.00–2.49 range. 0% performed in the 2.50–2.99 range. 11% 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 2011 ELA show that 15% of ELLs in grade 4 performed below 2.00. 44% performed in the 2.00–

2.49 range. 19% 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 2011 Math show that 33% of ELLs in grade 3 performed below 2.00. 11% performed in the 2.00–2.49 range. 44% performed in the 2.50–2.99 range. 0% performed in the 3.00–3.49 range. 11% performed in the 3.50–3.99 range. 0% performed 4.00 and above.

Data analyses of results from the 2011 Math show that 4% of ELLs in grade 4 performed below 2.00. 22% performed in the 2.00–2.49 range. 30% performed in the 2.50–2.99 range. 30% performed in the 3.00–3.49 range. 7% performed in the 3.50–3.99 range. 0% performed 4.00 and above.

#### NYS Science Data Analysis

In the 2010-2011 school year, there were 2 ELLs in the fourth grade who scored on Level 1 on the NYS Science exam. There were 3 ELLs in the fourth grade who scored on Level 2 on the NYS Science exam. There were 19 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

**School Name:** PS 120

**School DBN:** 14K120

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
L. Caraballo-Suarez	Principal		10/14/11
C. Napolitano	Assistant Principal		10/14/11
C. Rosario	Parent Coordinator		10/14/11
P. Cordero	ESL Teacher		10/14/11
M. Flores	Parent		10/14/11

**School Name: PS 120**

**School DBN: 14K120**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
R. Sutura	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		10/14/11
D. Queen	Coach		10/14/11
	Coach		10/14/11
E. Figueroa	Guidance Counselor		10/14/11
M. Nell	Network Leader		10/14/11
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 14k120      School Name: PS 120

Cluster: 612      Network: Grapevine

**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**

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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 87% Hispanic, we understand that we must provide language translation and interpretation services in Spanish for our parents. There has been an increase in Asian 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 notices are 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 120	DBN: 14K120
Cluster Leader: J. Ruiz	Network Leader: M. Nell
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: After School Program: To ensure that our ELLs will increase academic achievement and perform at the 2, 3 and 4 levels on the ELA in April 2013, as well on the NYSESLAT in May 2013, our school will be providing an ESL after-school program in grades 1-5. Our plan is to support all ELL's to reach proficiency scores on the NYSESLAT thru the use of but are not limited to using strategic differentiation methods according to their area of need Listening/Speaking or Reading/Writing. According to the results of the 2012 NYSESLAT test, the majority of our students reaching proficiency need extra support in the modalities of reading and writing. Three classes will be devoted to grades 1-5. The three classes will be comprised of about 60 students. The program will meet Mondays and Wednesdays, 3:10 – 5:10 P.M. This program will be scheduled from January 2013 to May 2013. All instruction will be conducted in English. A structured ESL program is essential and an integral component of an ELL's educational program.

The teachers instructing in the ESL after-school program include an ESL teacher 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. Instructional practices and lesson design of the ESL program include:

- Teaching to the ESL language proficiency and content standards.
- Integrating language teaching with the teaching of curricular content.
- Collaborating to make content language of the classroom comprehensible.
- Customizing the learning environment to meet individual language needs.
- Providing explicit instruction in learning strategies and complex thinking skills.
- Providing research-based explicit instruction in reading comprehension

In addition, After School teachers will discuss the progress of the students with classroom teachers. We will provide ELLs with experiences that will expand on the themes and topics that are being developed in the classroom. Instruction focuses on students' growth and individual success as indicated in the state tests, periodic assessments and class work. Teachers will use scaffolding strategies in literacy and all other content areas. The strategies from the Workshop Model will also be employed for language acquisition. Teachers will also use sheltered English strategies in order to assure the acquisition of English. Instruction will be in English and native language support will be provided. The classroom environment will be print-rich, with picture cards, word walls, leveled classroom libraries in

## Part B: Direct Instruction Supplemental Program Information

English as well as students native language, listening centers, strategy charts and graphic organizers related to current units will also be present. 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. Such assessments include observations in more than one setting, criterion referenced assessments, performance tasks, oral language samples, samples of student work, oral proficiency interviews, story retelling, writing samples, and include unit assessments, and teacher observations of students. Using a variety of program delivery models and providing a continuum of support services, classroom and after school teachers have a shared responsibility to ensure all ELLs reach full educational equality with their native English-speaking peers, and to provide a language-rich environment that promotes high expectations for academic achievement.

Materials: In order to provide a quality supplemental instructional program, the following materials will be utilized in the Title III program:

- Professional Literature: Differentiated Literacy Instruction for English Language Learners - This book assists teachers in developing various approaches to successful instruction, it clarifies the critical role of culture and language in working with English language learners.

Professional Literature: The Title I Teaching Guide to Teaching Reading and Help! My Kids Don't Speak English - The two books provide teachers with strategies in order to modify the curriculum in order to address the ELL students' needs.

- Rosetta Stone software is a fast and easy way to get our ESL/ESOL students speaking, reading, writing and understanding English. Because Rosetta Stone is immersion-based, it can be integrated into bilingual, dual immersion or limited English proficiency programs. We have found success in using the educational software especially since the software programs were designed to help differentiate instruction for ELLs.
- We will continue to utilize the following test prep materials: NYSESLAT Test Prep: New York State Progress Coach ELR, Empire State NYSESLAT (Continental Press), Getting Ready for the NYSESLAT and Beyond (Attanasio & Associated )
- Treasure Chest for English Language Learners: This reading program carefully scaffolds lessons that provide instructions and applications for specific language-acquisition strategies and reading skills. Skills in: Oral Language, vocabulary and vocabulary strategies, Phonemic Awareness and Phonics, Language Structure, Comprehension Strategies and skills, Writing and Language objective aligned with TESOL standards.
- General Supplies for students (chart paper, file folders, pens, pencils, notebooks, print cartridge etc.)

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: All P.S.120 teachers receive ongoing professional development in language acquisition that reflects the needs of our school. Skills such as: scaffolding instruction, and differentiating lessons based on student data. Professional development will be continuous throughout the year in data analysis utilizing Acuity and Aris to differentiate instruction, and identify levels of proficiency for ELL's. The teachers instructing in the ESL after-school program include an ESL teacher 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. The school has been implementing strategies from the books: The Title I Teaching Guide to Teaching Reading, and Help! My Kids Don't All Speak English. These strategies were demonstrated during Professional Development, given by the author, Nancy Akhavan. This Professional Development has enabled teachers to modify the reading workshop to meet the needs of our English Language Learners. 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.

Because of the scope and priority of this program , A licensed supervisor will be needed in order to ensure the implementation of quality instruction and differentiation of instruction. The supervisor will provide support to participating staff and students, monitor student and teacher attendance, ensure quality of instruction and safety and security of students and teachers. All teachers involved in teaching the ESL after-school program will participate in planning sessions that focus on literacy, differentiated instruction, and ESL teaching methods and learning strategies. In addition, teachers will discuss the progress of the students.

### Part D: Parental Engagement Activities

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

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

### Part D: Parental Engagement Activities

Begin description here: 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. The parents of English language learners play an important role in their child’s program and should be involved in all phases of the ESL program. 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 and launch 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.

### Part E: Budget

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

Allocation Amount: \$12244

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$7,960	3 teachers X 19 sessions X 2 hours X \$50.00=\$5,700  1 administrator X 19 sessions X 2 hours X \$53=2,014
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$1,224	Professional Literature: Differentiated Literacy Instruction for English Language Learners, The Title I Teaching Guide to Teaching Reading, and Help! My Kids Don’t Speak English
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1,836	Empire State NYSESLAT: \$600.00 Award Reading Activity Books: \$500.00 Dictionary/Thesaurus: \$150.00 Rosetta Stone English:\$180.00 General Supplies (Chart paper, file folders ,binders,protector Sheets, pencils, markers, crayons, notebooks, etc): \$236.00 2 Print Cartridge: \$170.00
Educational Software		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$12244

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other	\$1,224	ARIS Parentlink: Teacher per seession from Parent Workshop: 1 teacher X 2 hours X 3 sessions X \$50.00 = \$300.00 1 para X 2 hours X 3 sessions X \$29.00 = \$174.00  Materials and Supplies for Parent Workshop: \$600.00 Refreshment: \$150.00
<b>TOTAL</b>	\$12,244	