



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE MAGNET SCHOOL OF MULTICULTURAL EDUCATION

DBN (i.e. 01M001): 14K120

Principal: L CARABALLO-SUAREZ

Principal Email: LCARABA@SCHOOLS.NYC.GOV

Superintendent: A WINNICKI

Network Leader: C. FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
L Caraballo-Suarez	*Principal or Designee	
V Mogielnicki	*UFT Chapter Leader or Designee	
Catalina Salazar	*PA/PTA President or Designated Co-President	
J Ruiz	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
J Aiken	Member/ Teacher/Chairperson	
L Caquias	Member/ Teacher/Co-Chairperson	
M Munoz	Member/ Para-professional/Timekeeper	
L Arnold	Member/ Para-professional	
M Flores	Member/ Parent	
Hazel Ordanez	Member/ Parent/Secretary	
Cecilia Ramirez	Member/ Parent	
Eduardo Roman	Member/ Parent	
Stephanie Gutierrez	Member/ Parent	
Buenaventura Galindo	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	<ul style="list-style-type: none"> ▪ Annual Goal ▪ Comprehensive Needs Assessment ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal ▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve our Literacy program so that all students attain the necessary reading, writing, listening, and speaking skills in order to meet the English Language Arts Common Core Learning Standards so that by June 2015, 52% of all students in grades 3, 4, and 5 will attain performance levels 2, 3 and 4 as indicated by the NYS ELA exams.

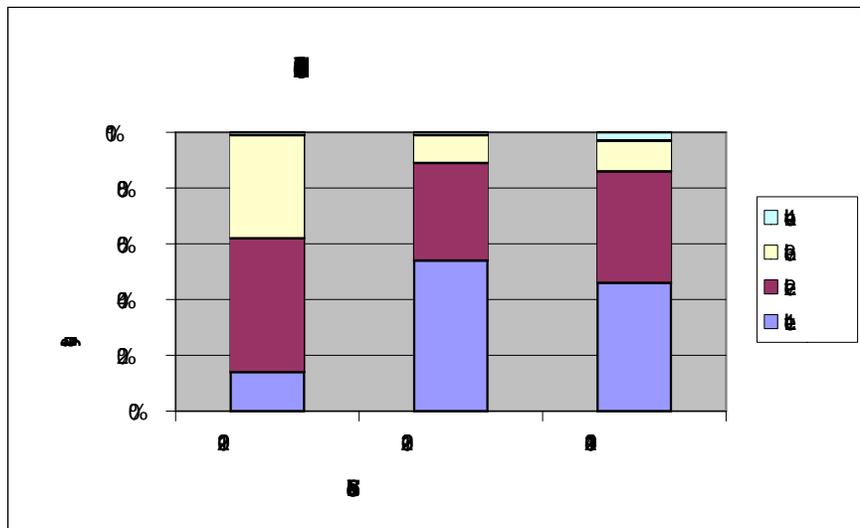
Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
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Grades 3-5:

The spring of 2013 was the first time the students were assessed with a fully aligned CCLS ELA State Exam. The NYS ELA data from 2013 to 2014 shows an increase of 3% of students performing at Levels 3 and Levels 4. The percentage of students performing at Level 2 increased by 5%, and the percentage of students performing at Level 1 decreased by 8%.

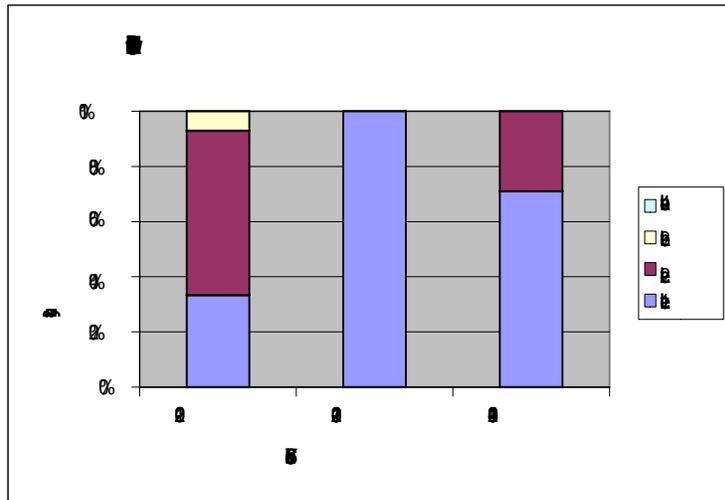
The NYS ELA data from 2012 to 2013 shows a decrease of 27% of students performing at level 3 and level 4. The percentage of students performing at level 2 decreased by 7%, and the percentage of students performing at level 1 increased by 40%.



In 2014, the percentage of students with disabilities performing at levels 3 and 4 remained the same, and the percentage of students performing at level 2 increased by 29%. The percentage of students performing at level 1 decreased by 29%.

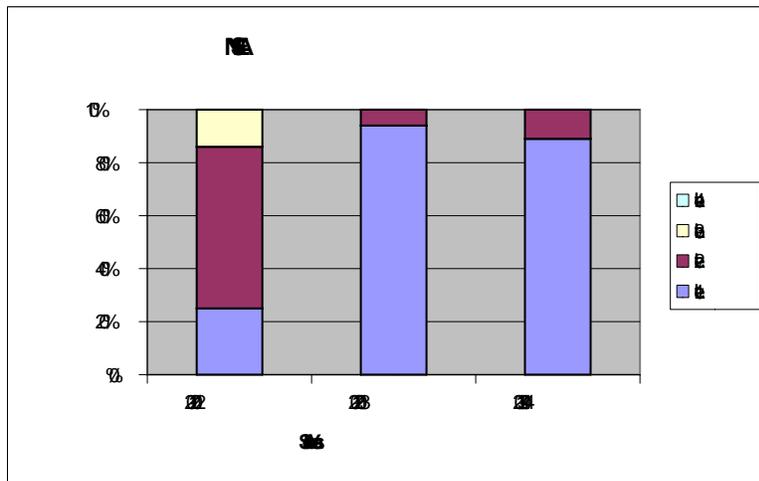
In 2013, the percentage of students with disabilities performing at levels 3 and 4 decreased by 7% and the percentage of students

performing at level 2 decreased by 59%. The percentage of students performing at level 1 increased by 67%.



In 2014, the percentage of ELL students performing at levels 3 and 4 remained constant and the percentage of students performing at level 2 increased 5%. The percentage of students performing at level 1 decreased by 5%.

In 2013, the percentage of ELL students performing at levels 3 and 4 decreased by 14% and the percentage of students performing at level 2 decreased by 55%. The percentage of students performing at level 1 increased by 69%.



Instructional Strategies/Activities

Describe the research-based school strategies/activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Fountas & Pinnell running records and miscue analysis are used to most effectively inform general classroom and intervention instruction, in order to differentiate reading instruction.
2. Administration and Network Specialists are providing ongoing staff development of the program Ready Gen and Teacher's College writing curriculum. Collaboratively, teachers are modifying the program and units of study to meet the needs of their individual students by utilizing UDL strategies and differentiated instruction. Teacher teams will continue to explore and investigate the modification of curriculum maps, learning targets and reflect on revisions/re-developments needed for formative assessments
3. Within grade level, faculty and staff development meetings, continue to develop teachers' familiarity with and understanding of the Common Core Learning Standards, UDL strategies and the Danielson Framework
4. Intervention Services will be provided to target at-risk students, determined by running records and miscue analysis, comprehension rubrics, NYS ELA, teacher recommendations, Words Their Way Spelling Inventory, Writing on Demand pieces, Benchmark assessments.
5. Two after-school programs will be provided to support the students' academic needs (ELA/Math Institute and ESL after-school program).
6. CBO after school programs, *Afro-Latin Jazz* and *Hosh Kids* will provide enrichment opportunities and academic support for students.
7. Data inquiry teams and study groups will be formed to analyze student work, student needs, and teacher practice, to develop effective instructional strategies for meeting student needs.

B. Key personnel and other resources used to implement each strategy/activity

- 1) 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)
- 2) Administration will provide ongoing professional development supporting all components of the Literacy Program, including ReadyGen and Teacher's College Writing Curriculum.
- 3) Administration and network specialist will continue to provide staff development of the Common Core Learning Standards as well as the Danielson Framework
- 4) 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 Tier 3 intervention work. *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). Continue Raz-Kids Subscriptions for all kindergarten – fifth grade classrooms, to provide extra support for students' decoding, fluency, and comprehension instruction. Professional Development will continue to be provided. (NYSTL)
- 5) ESL and Literacy/Math afterschool programs will be taught by P.S. 120 staff members.
- 6) The *Afro-Latin Jazz* after-school program and *Hosh Kids* will be taught by members from the respective CBO's in collaboration with Administration and PS 120 Teachers.
- 7) Data inquiry teams and study groups will be comprised of instructional staff members and administrators.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Fountas & Pinnell Reading Levels tracked three times a year
2. ReadyGen independent practice activities are assessed in order to differentiate instruction and student writing are assessed using rubrics
3. Administration will meet in cycles with teachers in order to evaluate understanding of CCLS and provide next steps
4. Words Their Way Spelling Inventory tracked three times a year. NYC Performance Assessment twice a year (Grades K-2) and Grades 3-5 will use a Baseline Assessment in the fall and Benchmark Assessments in the winter and spring. Writing-On-Demand exercises are administered 3 times a year, as well as end-of-unit writing assessments ("published pieces") to assess student writing abilities.
5. ESL and Literacy/Math after-school programs effectiveness will be monitored by teacher-developed assessments within each program.
6. *The Afro-Latin Jazz* and *Hosh Kids* will be measured through analysis of student performance on class-level, school-wide, and State-wide assessments.
7. Data inquiry teams will gather and analyze data on a weekly basis.

D. Timeline for implementation and completion including start and end dates

1. Fountas & Pinnell Reading Levels are assessed in September, January and May
2. ReadyGen reading independent practice activities are assessed daily and student writings are assessed using rubrics
3. Administration will meet in cycles with teachers in order to evaluate understanding of CCLS and provide next steps
4. Student's progress in Words Their Way Spelling Inventory is tracked in September, December and May. Writing conventions, grammar, content, penmanship and development is monitored in the fall, winter and spring. In the fall and spring students in grades K-2 will be administered a NYC Performance Assessment. Grades 3-5 will use a Baseline Assessment in the fall and Benchmark Assessments in the winter and spring
5. The ESL language acquisition after-school program will begin in December 2014 and conclude in May 2015. The Literacy and Math after-school programs will take begin January 2015 and end in May 2015.
6. The *Afro-Latin Jazz* after-school program will begin in October 2014 and end in June 2015. *Hosh Kids* after school will begin on December 1, 2014, and continue to the end of the school year.
7. Data inquiry teams and study groups will convene in September, and continue throughout June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Fountas & Pinnell assessments kits have been provided to every classroom teacher in order to assess students three times a year
2. ReadyGen trade books and journals have been provided for daily instruction. Writing supplies are supplied for writing workshop
3. Staff members have received copies of the Danielson Framework and professional literature written by Charlotte Danielson
4. *Foundations* will be utilized during the school day, Grades K-3 to provide support for phonics and grammar instruction. Teachers have attended training workshops provided by the Office of Special Education Initiatives. (Core Curriculum & NYSTL). Common preps will be scheduled in order to provide teachers an opportunity to collaboratively evaluate students' needs based upon assessments/student work. Weekly Inquiry Meetings are provided every Monday morning Teacher's College writing curricular materials were provided to every grade level, as well as support in planning the implementation of the program.
5. The ELL and Literacy/Math after-school programs will use resources culled from existing curricular materials, as well as teacher created materials.
6. The Afro-Latin Jazz and Hosh Kids CBO's provide their own materials.
7. Data inquiry teams and study groups will be provided with research and implementation materials upon request by the group and administrative approval.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- Scheduled Curriculum Days to address specific grade-level standards and expectations
- Continuation of the parent Book Club, where parents as reading partners are introduced to literacy strategies to support parents' ability to address their child's learning goals. Participating parents receive Book Club literature in English and their native language
- The Mommy and Me program exposes mothers with children under the age of four with resources and strategies that can promote at-home learning experiences
- 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 institutions in support of the school's curriculum.
- Mother-Son and Father-Daughter dances foster a stronger home-school connection.
- Cook Shop- Is a hands-on workshop which empowers families to make healthy dietary choices

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

X NYSTL/Core Curriculum

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

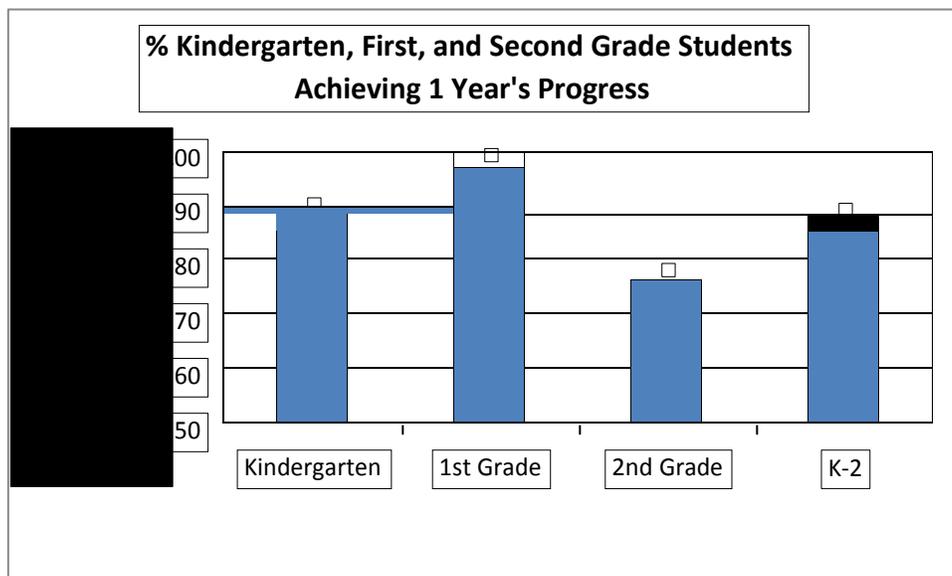
To improve the mathematics program at PS 120 so that all students acquire the essential skills in mathematics to meet the rigorous performance standards, so that by June 2015, 88% of students in grades K, 1, and 2 will achieve one year's progress as measured by achieving at least a level 2 on the Math CCLS end of the year Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Grades K-2:

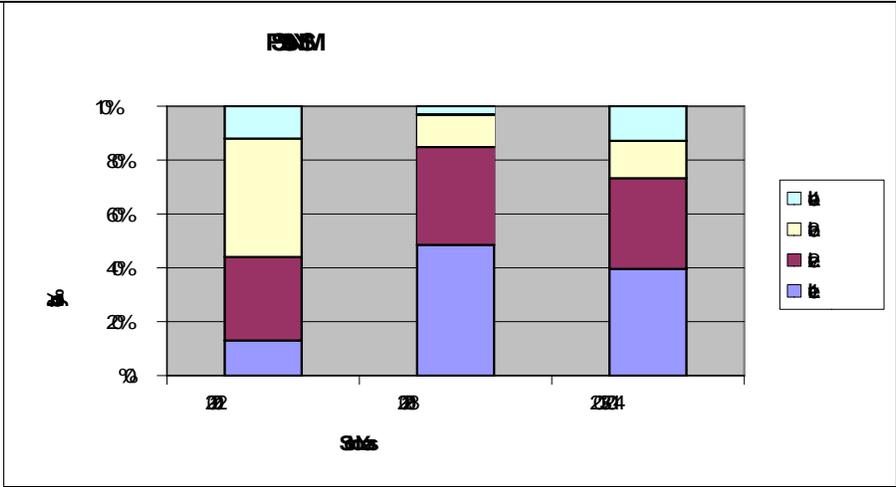
In 2014, kindergarten, first and second grade students achieving at least one year's progress was measured using the AUSSIE end of year assessment, as indicated by achieving a Level 2, 3, or 4. 88% of kindergarten students, 97% of first grade students, and 76% of second grade students achieved at least one year's progress. Over-all 87% of K, 1, and 2 students achieved levels 2, 3, and 4.



Grades 3-5:

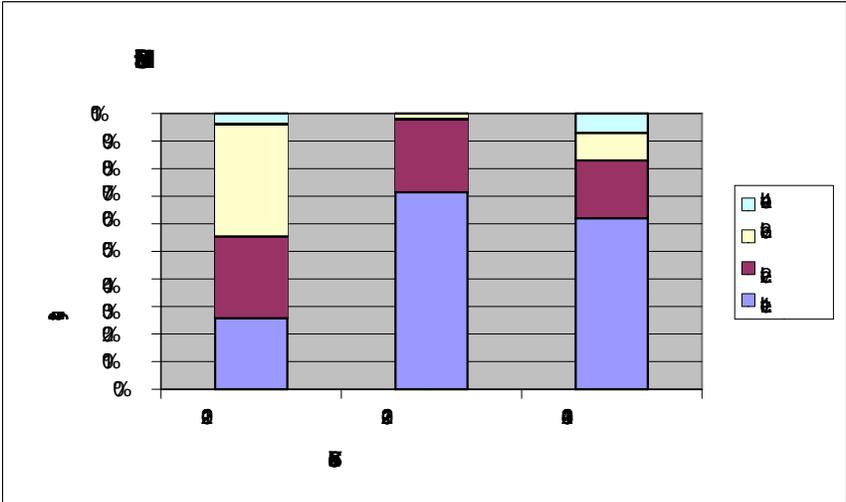
The spring of 2013 was the first time the students were assessed with a fully aligned CCLS Math State Exam. In 2014, the percentage of students performing at levels 3 and 4 increased by 12%, as the percentage of students performing at level 2 decreased by 2%. The percentage of students performing at level 1 decreased by 8%.

In 2013, the percentage of students performing at levels 3 and 4 decreased by 41% and the percentage of students performing at level 2 increased by 5%. The percentage of students performing at level 1 increased by 35%.

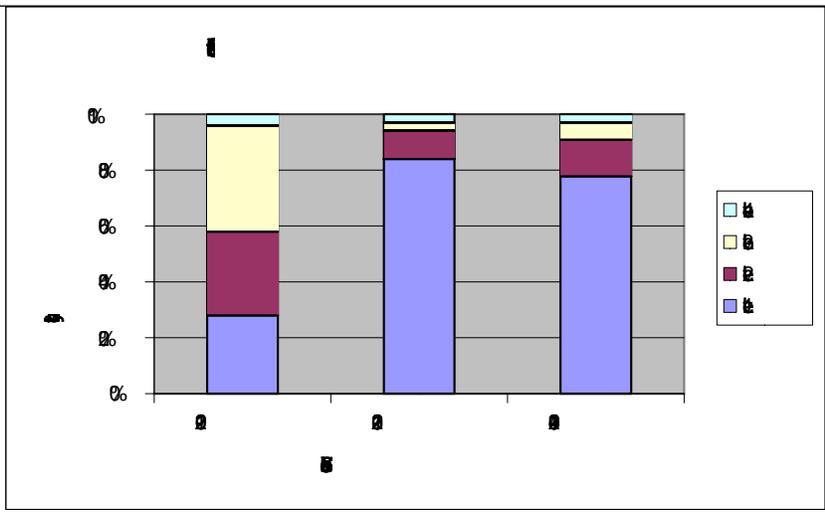


In 2014, the percentage of students with disabilities performing at levels 3 and 4 increased by 15%, as the percentage of students performing at levels 2 decreased by 5%. The percentage of students performing at levels 1 decreased by 8%.

In 2013, the percentage of students with disabilities performing at levels 3 and 4 decreased by 43%. The percentage of students performing at levels 2 decreased by 4%. The percentage of students performing at levels 1 increased by 44%.



In 2014, the percentage of ELL students performing at levels 3 and 4 increased by 3%. The percentage of students performing at levels 2 and 1 decreased by 4%. In 2013, the percentage of ELL students performing at levels 3 and 4 decreased by 36%. Inversely, the percentage of students performing at levels 2 and 1 increased by 36%.



Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Focus on building students' abilities to write, think, and reason mathematically with open response tasks, Exemplars and other problem solving activities. Scaffolding students with open response and Exemplars' tasks within Polya's problem solving sequence "Read, Plan, Do, Check"
2. Intervention is provided daily through learning centers with small flexible groups of students on appropriate tasks specific to individual needs.
3. Within grade level, faculty and staff development meetings, continue developing teachers' familiarity with and understanding of Common Core Learning Standards as applied to planning and assessing Go Math units of work. Staff will continue to explore and investigate the modification of curriculum maps, learning targets and reflect on revisions/re-developments needed for formative assessments.
4. Utilize teacher teams such as grade level teams and Math team to build teacher ownership while looking at student work or teacher work and come to an agreement on evidence of quality based on an established standard.
5. After school programs addressing ESL students and Literacy/Math students will be provided.
6. CBO after school programs, *Afro-Latin Jazz* and *Hosh Kids* will provide enrichment opportunities and academic support for students
7. Data inquiry teams and study groups will be formed to analyze student work, student needs, and teacher practice, to develop effective instructional strategies for meeting student needs.

2. Key personnel and other resources used to implement each strategy/activity

1. Professional development on differentiated instruction using open response and Exemplars samples and rubrics, assessment, looking at students' work, classroom environments, intervention and comprehension strategies, sequence of development of concepts in all strands, writing mathematically, implementation of classroom walkthroughs with all teachers based on Professional Teaching Standards (Engagement & Classroom Environments), integration of test preparation within daily lessons supported with math resources and technology
2. 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 Tier 3 intervention work. The CCLS aligned program, *Go Math* will be utilized in grades K – 5th. This program provides supports for meeting students' individual needs.
3. Ongoing professional development will be provided by the administration, the Southern Cross Consultancy, and Network specialists 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)
4. During professional development sessions and teacher team meetings, time will be spent looking at teacher work (lesson plans, tasks, etc.) to identify work that everyone agrees is strong and looking at student work to come to an agreement about evidence of quality.
5. After-school programs for ESL and Literacy/Math will be provided by P.S. 120 staff members.
6. The *Afro-Latin Jazz* After-School program and *Hosh Kids* will taught by members from the respective CBO's in collaboration with Administration and PS 120 Teachers.
7. Data inquiry teams and study groups will be comprised of instructional staff members and administrators

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Analysis of CCLS base-line, mid-year, and end-of-year assessments, Exemplars and open-ended tasks, will be used to measure students' progress and diagnose areas of support.

2. CCLS Benchmark Assessments will be administered three times throughout the year. *Go Math* pre-unit assessments, mid-unit assessment and end of the unit assessments.
3. Administration will meet in cycles with teachers in order to evaluate understanding of CCLS and provide next steps
4. Teachers will complete professional development reflection, identifying strengths and areas of next steps for teachers.
5. ESL and Literacy/Math after-school program effectiveness will be monitored by teacher-developed assessments within each program.
6. The *Afro-Latin Jazz* and *Hosh Kids* will be measured through analysis of student performance on class-level, school-wide, and State-wide assessments.
7. Data inquiry teams will gather and analyze data on a weekly basis.

4. Timeline for implementation and completion including start and end dates

1. Southern Cross Consultancy Assessments will be given in the fall, winter and spring. Exemplars/Open-ended tasks will be given weekly.
2. Common Core Learning Standards Benchmark Assessments will be administered in October, January and March. Each *Go Math* unit will include a pre-unit assessment, mid-unit assessment and end of the unit assessment. Time to collaboratively evaluate students' needs is provided during weekly common prep-periods and Inquiry Meetings.
3. Administration will meet in cycles with teachers in order to evaluate understanding of CCLS and provide next steps
4. Grade-level teams meet weekly to analyze teacher and student work. Math Consultant meets with teacher teams in cycles. Data inquiry teams and study groups will convene in September, and continue throughout June.
5. The ESL language acquisition after-school program will begin in December 2014 and conclude in May 2015. The Literacy and Math after-school programs will take begin January 2015 and end in May 2015.
6. The *Afro-Latin Jazz* after-school program will begin in October 2014 and end in June 2015. *Hosh Kids* after school will begin on December 1, 2014, and continue to the end of the school year.
7. Data inquiry teams and study groups will convene in September, and continue throughout June.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All necessary materials will be provided in order to successfully administer all assessments.
2. *Go Math* materials are provided for all classrooms. Common preps will be scheduled in order to provide teachers an opportunity to collaboratively evaluate students. Staff members have received copies of the Danielson 2013 Framework and professional literature written by Charlotte Danielson based upon assessments/student work. Time for weekly inquiry meetings are provided during Monday afternoon professional development time.
3. Ongoing professional development will be provided by the administration, the Southern Cross Consultancy, and Network specialists 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.
4. The administration, the math consultant, and the network specialists will continue to provide ongoing professional development on utilizing the Danielson components to reflect on teaching and learning in the classroom. Teachers will look at progress and set professional goals within sessions/cycles.
5. The ESL and Literacy/Math after-school programs will use resources culled from existing curricular materials, as well as teacher created materials.
6. The *Afro-Latin Jazz* and *Hosh Kids* CBO's provide their own materials.
7. Data inquiry teams and study groups will be provided with research and implementation materials upon request by the group and administrative approval.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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
- Scheduled Curriculum Days to address 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
- The Mommy and Me program exposes mothers with children under the age of four with resources and strategies that can promote at-home learning experiences
- 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.
- Cook Shop Is a hands on workshop which empowers families to make healthy dietary choices

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X NYSTL/Core Curriculum

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

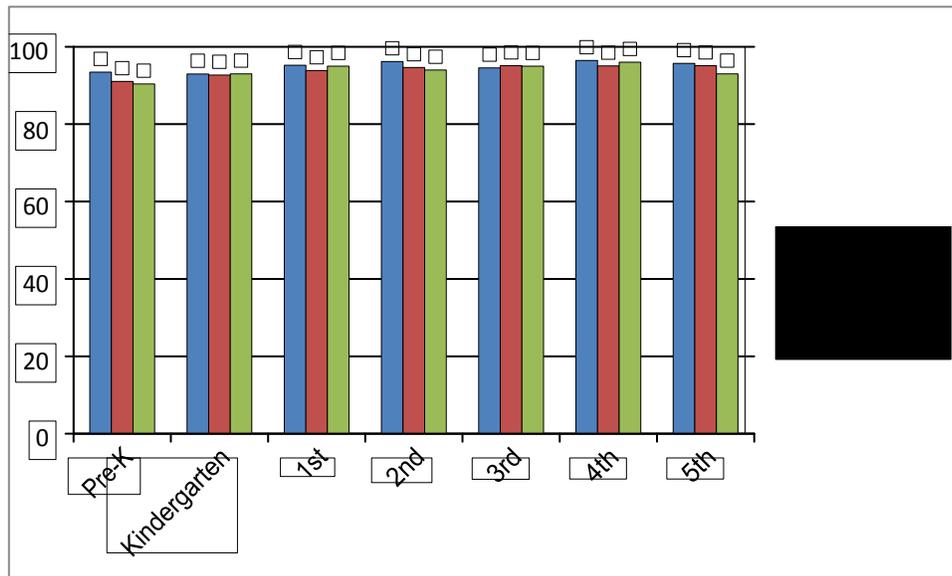
Objective: To maintain school attendance above 90% and to improve attendance for those students with 16+ absences as measured by ATS reports.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

An analysis of the data indicates that attendance has remained above 90% for the prior seven years. Our attendance rate remains higher than those of similar 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.

P.S. 120 Attendance Across Grades



Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. AIDP Family worker reviews daily ATS attendance and lateness reports and shares data with Attendance Committee. The committee will meet with the parents of students with excessive absences, in order to formulate an individualize attendance plan. Minutes of all Attendance meetings are taking and signed by parents and committee members.
2. 100% class attendance is celebrated by the school community.
3. High student attendance is celebrated by the school community.
4. Special activities are arranged to encourage attendance on half-days, days before holidays, and other identified low attendance days. The attendance committee plans special activities such as "School Spirit Days"
5. The staff has developed systems of rewards for their grade levels to acknowledge attendance and punctuality.

2. Key personnel and other resources used to implement each strategy/activity

1. AIDP Family worker reviews daily ATS attendance and lateness reports and organizes Attendance Committee meetings (TL FSF)
2. Attendance celebrations 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.
3. Students with high attendance are acknowledged during annual awards assembly. The *Leader in Me* program has enhanced students to take ownership of their learning, which promotes positive school culture and increases student moral. (TL FSF).
4. Teacher teams collaboratively plan such activities as Sprit Weeks/Days, Pajama Day, Crazy Hat Day, Color Mania, and student-staff basket-ball game. Character Craze Day is designed for students to attend school on October 31st (identified as a

low attendance day)
5. Staff will be responsible for the implementation and maintenance for their grade-level reward systems.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Attendance above 90% will be maintained and 5% improvement of students with 16+ absences, as indicated by ATS attendance.
2. 100% class attendance is noted and rewarded
3. Individual student attendance of 100% is acknowledged and celebrated.
4. AIDP Family worker will review attendance via ATS attendance reports.
5. Daily attendance and punctuality will be monitored daily and assessed at the end of each marking period.
4. Timeline for implementation and completion including start and end dates
1. AIDP Family worker reviews daily ATS attendance and lateness reports.
2. 100% class attendance is noted daily. Classrooms with the highest attendance are recognized monthly, nine times throughout the year
3. An end of the year assembly is held in June to celebrate students with 100% attendance.
4. Special activities are arranged to encourage attendance on identified low attendance days.
5. Rewards are distributed at the conclusion of each marking period.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The attendance committee will meet with the parents of students with excessive absences, in order to formulate an individualize attendance plan. Minutes of all Attendance meetings are taking and signed by parents and committee members
2. Classes with 100% attendance are provided with attendance celebrations.
3. Certificates and awards are supplied to all classrooms in order to recognize students' high attendance rate.
4. Teacher teams collaboratively plan such activities as Sprit Weeks/Days, Pajama Day, Crazy Hat Day, Color Mania, and student-staff basket-ball game. Character books are given out to all students who attended Character Craze Day.
5. Grade-level teams will design their own tracking and notification systems, and provide rewards (t-shirts, stickers, etc).

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> The Parent Coordinator will identify and communicate to principal, parents and the school community concerns, so that we may ensure issues are addressed in a timely and satisfactory manner 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 Scheduled Curriculum Days to address 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 The Mommy and Me program exposes mothers with children under the age of four with resources and strategies that can promote at-home learning experiences 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 CookShop Is a hands on workshop which empowers families to make healthy dietary choices

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen the bond between the home and school through promoting parent involvement and participation in all aspects of school activities by increasing the participation of parents at workshops, meetings, school wide activities and parent/teacher conferences by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. To provide translated correspondence on school news, information, and issues in all languages used in the school community.
2. To increase parent knowledge of curriculum through various workshops and events (i.e. writing celebrations). The Parent Coordinator will identify and communicate to principal, parents and the school community concerns, so that we may ensure issues are addressed in a timely and satisfactory manner. To identify and address the needs of students and their family through outreach by the Pre-K family worker and social worker.
3. To sustain viable parent membership on the school leadership team
4. To increase attendance at parent meetings, such as Parent/Teacher Conference, Literacy Celebrations, Pre-K open house, orientation and workshops.

2. Key personnel and other resources used to implement each strategy/activity

1. All correspondence will be translated for the school community. Notices and postings for parents will also be translated. Translators will be provided during parent meetings.
2. 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
3. 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%)
4. 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.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent surveys are conducted twice a year. Parent Coordinator's binder will included translated notices.
2. Parent surveys are conducted twice a year. Parent Coordinator's binder on family activities, evaluations and parental requests. Attendance of programs and clubs are tracked weekly through the Weekly Parent Coordinator Activity Report
3. 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)

4. An increase in attendance as reflected in the Parent/Teacher Conference log, twice a year.
- 4. Timeline for implementation and completion including start and end dates**
1. Parent surveys are conducted in September and February.
 2. Attendance of programs and clubs are tracked every Friday.
 3. The SLT will meet twice a month. Schedules are provided for members in the fall. School Leadership Team binder will include greater quantity and higher quality of feedback on the work and accomplishment of the team.
 4. Parent Coordinator's binder on family activities, evaluations and parental requests. Attendance of programs and clubs are tracked weekly through the Weekly Parent Coordinator Activity Report
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The Parent Coordinator and Family Worker are supplied with all the necessary materials and resources in order to conduct weekly workshops, clubs and program.
 2. To continue maintaining an open door policy with parents as they are integral partners in their children's education. Materials are provided to participating parents, such as books for the Book Club and the Mommy and Me program. Also, dietary Guides and recipes are given out to all members of Cook Shop
 3. Allocate funds for School Leadership parents to participate in educational conferences and workshops.
 4. The Parent Coordinator and the Pre-Kindergarten Outreach Worker will survey the parents to determine and address the needs of students and their family.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
X Title I											

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 4. Timeline for implementation and completion including start and end dates**
- 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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"> ▪ The <i>Foundations</i> Program is utilized by grades K-3 to provide extra support for phonics vocabulary, and grammar instruction. ▪ Grades 4-5 receive ELA intervention using guided reading and writing. <i>Words Their Way</i> Literacy Activities and Games are used to provide extra support for phonics, vocabulary, and grammar instruction. ▪ An After-School Literacy/Math Institute for at-risk students in grades 2, 3, 4, and 5 will provide extra help to improve reading, writing and math skills. ▪ A Saturday Literacy/Math Academy for at-risk students in grades 3, 4, and 5 will provide extra help to improve reading, writing and math skills. 	<ul style="list-style-type: none"> ▪ Grades K-3rd will receive ELA intervention utilizing the <i>Foundations</i> Program, provided as small-group instruction. ▪ Grades 4 and 5 will receive ELA intervention provided as small-group instruction, during the Extended –Day program. ▪ At-risk students in grades 2, 3, 4, and 5 are offered the After-School Literacy/Math Institute which will provide small-group and one-to-one support. ▪ At-risk students in grades 3, 4, and 5 are offered the Saturday Literacy/Math Academy which will provide small-group and one-to-one support. 	<ul style="list-style-type: none"> ▪ The <i>Foundations</i> Program is utilized during the school day for grades K-3. ▪ During the school day, students in grades 4-5 receive ELA intervention. ▪ The After-School Literacy/Math Institute will meet during the months of January – May, twice a week ▪ The Saturday Literacy/Math Academy will meet on scheduled Saturdays during the months of January – May
Mathematics	<ul style="list-style-type: none"> • K-5th grade students Math instructional games and activities to support math fluencies During the Extended-day program, students in grades K-5 receive math intervention using the workshop method. games are utilized ▪ Literacy/Math 	<ul style="list-style-type: none"> ▪ During the Extended-day program, students in grades K-5 receive math intervention using the workshop method. ▪ An After-School Literacy/Math Institute for at-risk students in grades 	<ul style="list-style-type: none"> ▪ During the school day, students in grades K-5 receive math intervention using the workshop method. ▪ An After-School Literacy/Math Institute for at-risk students in grades 3, 4, and 5 will provide extra help

	<p>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.</p> <ul style="list-style-type: none"> ▪ A Saturday Literacy/Math Academy for at-risk students in grades 3, 4, and 5 will provide extra help to improve reading, writing and math skills. 	<p>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.</p> <ul style="list-style-type: none"> ▪ At-risk students in grades 3, 4, and 5 are offered the Saturday Literacy/Math Academy which will provide small-group and one-to-one support. 	<p>to improve reading, writing and math skills. During the months of January – May, the program will meet twice a week.</p> <ul style="list-style-type: none"> ▪ The Saturday Literacy/Math Academy will meet on scheduled Saturdays during the months of January – May
Science	Teachers provide Science intervention through the teaching of reading, writing, and mathematics in the content areas.	Science intervention is provided on-to-one and small group as needed.	Science intervention is provided during the school day and during the after-school programs.
Social Studies	Teachers provide Social Studies intervention through the teaching of reading, writing, and mathematics in the content areas.	Social Studies intervention is provided on-to-one and small group as needed.	Social Studies intervention is provided during the school day and during the after-school programs.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Individual and group counseling is offered to students on the short term basis of six weeks. Services are provided with parental consent, during the school day. • The Nurse provides a series of Asthma Workshops, throughout the school year for students, whom have been diagnosed with asthma. 	<ul style="list-style-type: none"> • At-risk counseling is provided as one-to one and small group sessions. • Asthma Workshops are provided in small group sessions by the school nurse. 	<ul style="list-style-type: none"> • At-risk counseling is provided throughout the school as needed, during the school day. • Asthma workshops take place during the school day.

Title I Information Page (TIP)
For Schools Receiving Title I Funding

- A. All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 - Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.				
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> Ongoing Professional Development with be provided by the Administration, for all teachers 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 Ongoing Professional Development with be provided by the Administration and the 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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Students in Temporary Housing are offered at-risk counseling by the school's guidance counselor. School supplies and uniforms are provided in order to make the transition from home to school easier.</p> <p>The school's PPT meets to review and discuss students identified as "in need." The team is comprised of administration, guidance counselor, social worker, pre-kindergarten social worker, school psychologist, IEP teacher, SETSS teacher, and speech teacher. An action plan is formulated and evaluated on a weekly basis. The pre-kindergarten family worker and social worker help to identify and address the needs of students and their family through outreach.</p> <p>A partnership with Woodhull Hospital supports our students' and families' emotional and physical health. The parent coordinator organizes workshops with the hospital in order to address such needs.</p>

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<p>Transition into Pre-Kindergarten:</p> <p>Our pre-kindergarten program is presented to parents each spring during an open house, conducted by the pre-kindergarten family worker and the early childhood social worker. The social worker also visits community bases daycares to assist with the children's transition into school. In the Fall, parent interviews are conducted in order to support the child's transition into school. During Parent Orientation, teachers present the curriculum and explain student expectations. Teachers formally update parents throughout the year on student growth during the school's two parent-teacher conferences. Early childhood parents are provided with COOL Culture membership, which enables and encourages families to visit cultural intuitions in support of the school's curriculum. Transition workshops supply parents with information and materials to support their children's transition to the next grade.</p>

Transition into Kindergarten:

Each Spring, pre-kindergarten and kindergarten teachers collaboratively plan transition activities for students and their parents. At the pre-kindergarten to kindergarten transition workshop, kindergarten teachers present clear student expectations. To increase the home-school connection, parents are provided with a transition backpack containing books and literacy activities in order to facilitate summer learning and support students transition into kindergarten. Additionally, parents are provided with internet based resources to increase school readiness. Students will take a “walking trip” to visit the kindergarten classrooms, while counting “how many steps to my new classroom.” Kindergarten teachers will frequently visit the Pre-kindergarten classrooms, so that students will get to know them and decrease student stress when moving to next grade.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Multiple grade-level inquiry teams have been constructed to analysis student data using multiple assessments to synthesize and utilize the information to develop an action plan to be implemented on a sample of students. In order to strengthen students’ transition and teachers’ collaboration, cross grade-level inquiry teams meet to review inquiry work. Collaboratively develop whole school, grade level specific balanced formative and summative assessments schedule aligned to yearly scope and sequence within the marking periods. Facilitate “Looking at Student Work” sessions, through protocols to build consistency of judgments with CCLS rubrics and build consistency of understanding of Math Content and Math practices. Develop rubrics to align to performance tasks of rubrics, inclusive of Math Content and Math Practices strands

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Public School 120

Parent Involvement Policy (PIP)

BELIEF

Public School 120 is deeply committed to involving parents in all aspects of our children’s Education. Educational research shows a positive correlation between effective parental involvement and student achievement. A good working relationship between the school and home will motivate every child to reach his or her potential. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

GOALS

Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator staff will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

Our school will further encourage school-level parental involvement by:

1. holding an annual Title I Parent Curriculum Meeting;
2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
4. supporting or hosting Family Day events;
5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
7. encouraging more parents to become trained school volunteers;
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
9. providing school planners/folders for regular written communication between the teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

1. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

3. sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
4. supporting parental involvement activities as requested by parents;
5. ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
6. advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 14K120

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$356,988.06	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$77,656.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,052,651.00	X	See action plan

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 to 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [@](#)

District 14	Borough Brooklyn	School Number 120
School Name The Magnet School Of Multi-Cultural Ed		

B. ang uag e

Allocation Policy Team Composition [@](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Liza Caraballo- Suarez	Assistant Principal Ms. Robyn Shockly-Santiago
Coach type here	Coach Ms. Sonia Salzar-Rodrigo
ESL Teacher Ms. Patricia Cordero	Guidance Counselor Ms. Baginska
Teacher/Subject Area Ms. M. Ciaifa, ESL Teacher	Parent
Teacher/Subject Area N/A	Parent Coordinator Ms. Carmen Rosario
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Ms. C. Felix	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	464	Total number of ELLs	83	ELLs as share of total student population (%)	17.89%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" 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"/>

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
SELECT ONE	2	3	2	1	3	2								13
SELECT ONE														0
Total	2	3	2	1	3	2	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	21	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 SWD. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	61	0	2	22		3				83
Total	61	0	2	22	0	3	0	0	0	83

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE		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
SELECT ONE	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	16	17	10	15	8								80
Chinese		1				1								2
Russian														0
Bengali														0
Urdu														0

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
Arabic				1		1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	14	17	17	11	15	10	0	84						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	0	1	2	0								7
Intermediate(I)	5	7	2	9	5	1								29
Advanced (A)	21	9	8	6	3	6								53
Total	29	17	10	16	10	7	0	89						

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	1			15
4	7	1			8
5					0
6					0
7					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		4		1				16
4	6	2						1	9
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	1		2			1	5
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

- 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school uses Words Their Way, NYC Performance, and Fountas and Pinnell to assess the early literacy of our ELLs.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 A review of the spring 2013 administration of the NYSESLAT indicates the following:
 In first grade, .05% (1 out of 17 ELLs) is on the beginning level, 41% (7 out of 17 ELLs) are on the intermediate level, and 52% (9 out of 17 ELLs) are on the advanced level.
 In the second grade, 0% (0 out of 10 ELLs) is on the beginning level, 20% (2 out of 10 ELLs) are on the intermediate level, and 80% (8 out of 10 ELLs) are on the advanced level.
 In the third grade, .06% (1 out of 16 ELLs) is on the beginning level, 56% (9 out of 16 ELLs) are on the intermediate level, and 38% (6 out of 16 ELLs) are on the advanced level.
 In the fourth grade, 20% (2 out of 10 ELLs) are on the beginning level, 50% (5 out of 10 ELLs) are on the intermediate level, and 30% (3 out of 10 ELLs) are on the advanced level.
 In the fifth grade, 0% (0 out of 7 ELLs) is on the beginning level and 14% (1 out of 7 ELLs) are on the intermediate level, and 85% (6 out of 7 ELLs) are on the advanced level.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 RNMR report is not available as of 10/24.
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

NYSESLAT Data Analysis:
 A review of the spring 2013 administration of the NYSESLAT indicates the following:
 In first grade, .05% (1 out of 17 ELLs) is on the beginning level, 41% (7 out of 17 ELLs) are on the intermediate level, and 52% (9 out of 17 ELLs) are on the advanced level.
 In the second grade, 0% (0 out of 10 ELLs) is on the beginning level, 20% (2 out of 10 ELLs) are on the intermediate level, and 80% (8 out of 10 ELLs) are on the advanced level.
 In the third grade, .06% (1 out of 16 ELLs) is on the beginning level, 56% (9 out of 16 ELLs) are on the intermediate level, and 38% (6 out of 16 ELLs) are on the advanced level.
 In the fourth grade, 20% (2 out of 10 ELLs) are on the beginning level, 50% (5 out of 10 ELLs) are on the intermediate level, and 30% (3 out of 10 ELLs) are on the advanced level.
 In the fifth grade, 0% (0 out of 7 ELLs) is on the beginning level and 14% (1 out of 7 ELLs) are on the intermediate level, and 85% (6 out of 7 ELLs) are on the advanced level.

ELA and Math Data Analysis
 On the third grade (2013) ELA test, 14 out of 15 ELLs (93%) scored a level one, 1 out of 15 ELLs (06.%) scored a level two, 0 out of 15 ELLs (0%) scored a level three, and 0 out of 15 ELLs (0%) scored a level four.
 On the fourth grade (2013) ELA test, 1 ELL was exempt from the test. 1 ELL was a new admits this year who didn't take the test last year. 8 out of 9 ELLs (89%) scored a level one, 1 out of 9 ELLs (1%) scored a level two, 0 out of 9 ELLs (0%) scored a level three, and 0 out of 9 ELLs (0%) scored a level four.
 On the third grade (2013) Math test, 11 out of 15 ELLs (73%) scored a level one, 3 out of 15 ELLs (20%) scored a level two, 1 out of 15 ELLs (06.%) scored a level three, and 0 out of 15 ELLs (0%) scored a level four.
 On the fourth grade (2013) Math test, 1 ELL was a new admits this year who didn't take the test last year. 8 out of 9 ELLs (89%) scored a level one, 0 out of 9 ELLs (0%) scored a level two, 0 out of 9 ELLs (0%) scored a level three, and 1 out of 9 ELLs (1%) scored a level four.

Data analyses of results from the 2013 ELA show that 93% of ELLs in grade 3 performed below 2.00. 06% performed in the 2.00–2.49 range. 0% performed in the 2.50–2.99 range. 0% 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 2013 ELA show that 89% of ELLs in grade 4 performed below 2.00. 06% performed in the 2.00–2.49 range. 0% performed in the 2.50–2.99 range. 0% 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 2013 Math show that 73% of ELLs in grade 3 performed below 2.00. 20% performed in the 2.00–2.49 range. 0 % performed in the 2.50–2.99 range. 06. % 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 2013 Math show that 89% of ELLs in grade 4 performed below 2.00. 0% performed in the 2.00–2.49 range. 0% performed in the 2.50–2.99 range. 0% performed in the 3.00–3.49 range. 0% performed in the 3.50–3.99 range. 1% performed 4.00 and above.

NYS Science Data Analysis:

In the 2012-2013 school year, there was 1 ELL in the fourth grade that scored on Level 1 on the NYS Science exam. There was 1 ELLs in the fourth grade that scored on Level 2 on the NYS Science exam. There were 2 ELLs in fourth grade that scored on Level 3 on the NYS Science exam. There was 1 ELL in the fourth grade that 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The needs of diverse learners are often addressed within a response to intervention (RtI) framework. This system helps the school by continuously gathering and analyzing data regarding performance of students in the school. These data are then used as the basis for decision making, promoting, and giving preventive support for students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: A child's second language development is considered in instructional decision by making sure that 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 ESL instruction, it is essential to make content areas comprehensible for ELLs. The school has implemented a variety of instructional approach 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, realia, technology, audio books, read-alouds, questioning techniques, teaching key words, frequent checks for comprehension, and previewing and reviewing key skills, concepts, and processes. ESL and content teachers promote a print-rich environment, family involvement, and an appreciation of cultural diversity.

Differentiated Instruction

Differentiated instruction provides an opportunity to plan curriculum and instruction that meets the needs of academically diverse learners. Regardless of the subject/content area, employing differentiated instruction is one way for our teachers to be responsive to his or her students' academic, social, emotional needs and level of learning readiness. In all our classes' teachers include many different strategies for providing our Second language learners with language they can understand.

- Speak more slowly and pause between sentences
- Use props
- Use visuals
- Write it out
- Use manipulative
- Pre- teach important vocabulary

ESL and content teachers ensure that literature and content materials are appropriate and adapted to students' ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Teacher adjust their rate of speech to enhance comprehension. English study is intensive and incorporates both social and academic language. 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.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our school uses Words Their Way, NYC Performance, and Fountas and Pinnell to assess the early literacy of our ELLs.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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, Spanish or eight other languages. The ESL teacher conducts 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 administers a Language Assessment Battery-Revised (LAB-R) to the child in order to test the child's English proficiency level. LAB-R eligible students must be tested within the first 10 days of initial enrollment. If the child scores below proficiency on the LAB-R, the child becomes eligible for state-mandated services for ELLs. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R will be administered a Spanish LAB by the ESL teachers. The Spanish LAB is administered only once during the same testing period as the LAB-R in order to determine language dominance for instructional planning in providing services. Parents are notified of their child's eligibility for services with an Entitlement Letter.

Pedagogues

The pedagogues who are responsible for conducting the initial screening, administering the HLIS, and administering the LAB-R are the ESL Certified Teachers.

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.

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 Teachers 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. The completed Program Selection Forms collected at the end of all Parent Orientation and one-on-one meeting 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 three programs available to them at all Parent Orientations, one-on-one meetings, and during phone conversations with ESL Teachers or the Parent Coordinator. All Parent Survey and Program Selection forms are stored in a locked file cabinet in the ESL room. ESL teachers utilize data in ARIS and ATS to continuously ensure all ELLs are accounted for. In the spring, all ELLs in grades K-5 are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine whether or not students continue to be eligible for ELL services. In September 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.

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.

Paste response to question here: When a child is enrolled, certified ESL teachers and trained school staff members meet with parents. Parents are given a Home Language Identification Survey (HLIS) in English or nine other languages. The ESL 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. If the child scores below proficiency on the LAB-R, the child becomes eligible for state-mandated services for ELLs. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R will be administered a Spanish LAB by the ESL teachers. Parents are notified of their

child's eligibility for services with an Entitlement Letter.

The school holds a Parent Orientation for parents and guardians of newly enrolled ELLs. The facilitators are the ESL Teachers 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. 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.

In order to satisfy parental choice and CR Part 154 requirements, a free-standing ESL program is in place. The certified ESL teachers provide all instruction to ELL students in grades K-5. The goal of the program is to meet the needs of the ELL students according to their proficiency levels on the NYSESLAT or LAB-R and according to the students' grade levels. 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. Parent Program Selection Forms indicated that 100% of ELLs' parents chose the English as a Second Language Program. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here: Annual Evaluation of ELLs with NYSESLAT

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

6. 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.) 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. [📎](#)

Paste response to question here: Trends in Program Choices

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

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 teachers provide all instruction to ELL students in grades K-5. The goal of the program is to meet the needs of the ELL students according to their proficiency levels on the NYSESLAT or LAB-R and according to the students' grade levels.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction Delivery:

The ESL program utilizes the pull-out model for providing ESL instruction. The length of time for each pull-out period is 45 minutes. ELLs in grades K-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. 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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: 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, manipulative, graphic organizers, technology, audio books, read-aloud, 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R will be administered a Spanish LAB by the ESL teachers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: NYSESLAT Testing:

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered every year in April and May to measure ELL students' growth in acquiring English. Every ELL student in the school must take the test. The test has four different parts that test students' abilities to speak, listen, read, and write in English.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Instructional Plan for SIFE:

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

b. Instructional Plan for Newcomers:

There are basic instructional strategies shared between the instructional program for SIFE and newcomers. Both categories of students are in preproduction or early production stages. The major difference is that SIFE students lack fundamental literacy in their native language. Sheltered instruction techniques are utilized. ESL teachers ensure that literature and content materials are appropriate and adapted to students' ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Teachers adjust their rate of speech to enhance comprehension. English study is intensive and incorporates both social and academic language. Scaffolding strategies that increase comprehension include visuals, graphic organizers, realia, manipulative, and teacher modeling. Other scaffolding

strategies include pre-teaching vocabulary, frequent comprehension checks and increased wait time. There are computer activities, hands-on activities, and collaborative learning activities such as task oriented projects and small group activities. Teachers also promote a “buddy system” in the classroom, family involvement at home, and overall, an appreciation for cultural diversity. Additional strategies used with newcomers include listing and reviewing instructions step by step and focusing on the language functions: describing, retelling, comparing, contrasting, and summarizing.

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

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

d. Instructional Plan for Long-Term ELLs:

In general, long-term ELLs have bridged the academic language stage and demonstrate advanced skills in social/academic language with native-like fluency. They have an 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 teachers modify lessons and activities in such areas as quantity, time, and increased level of support, difficulty, input and output. Scaffolding strategies play a significant role in this instructional methodology.

7. 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?

Paste response to question here: Instructional Strategies:

To help those LEP students with a disability who’s 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: 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.
- Pre-teach difficult vocabulary.
- Use concrete examples of concepts before teaching the abstract (for example, use math manipulative).
- 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.
- Utilize visual aids.
- Utilize manipulative, hands-on activities.
- Provide an established daily routine.
- Provide clear rules and consistently enforce them

Work with 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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

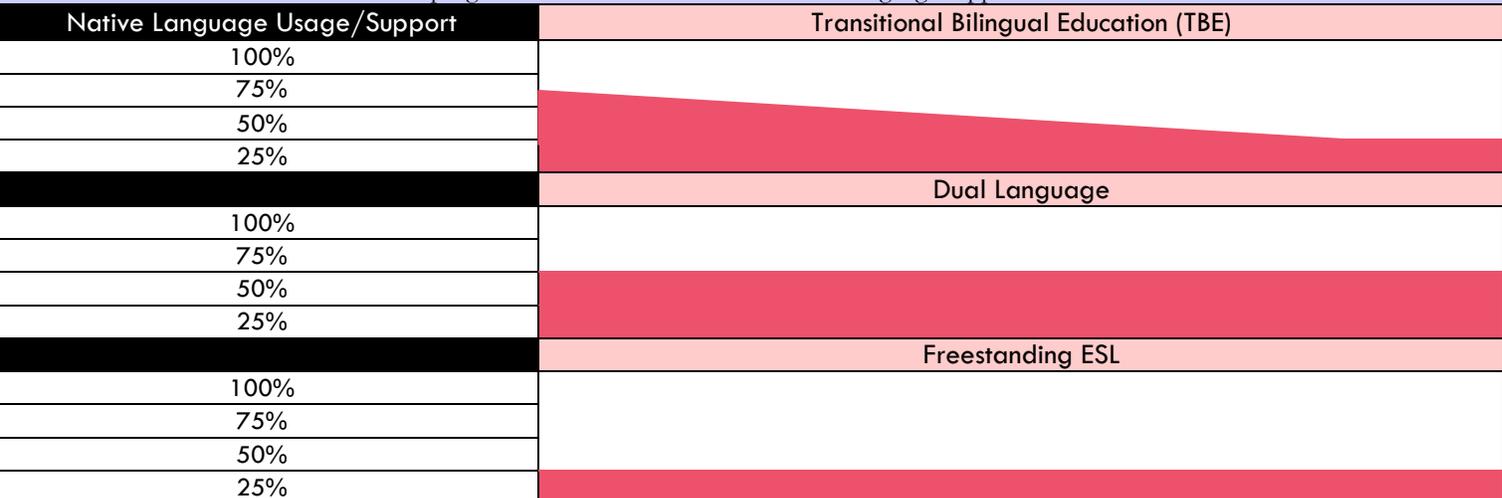
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Effectiveness of your current program:

For ELLs to succeed in school, they must develop proficiency in the four language process, listening, speaking, reading, and writing. Our program helps students learn word meanings, word forms, and grammar. The program also helps the student acquire basic knowledge about the written alphabet, sound-symbol relationships, and concepts of print, since these are the basis for decoding and reading comprehension skills. In addition, they learn to use language in the appropriate setting to communicate their ideas, thoughts, and needs. The program also provides daily literacy instruction, questioning techniques (ask to make sure the students are thinking and understanding the content) and gives children opportunities to engage in social and academic conversations.

11. What new programs or improvements will be considered for the upcoming school year?

New Programs or Improvements:

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.

12. What programs/services for ELLs will be discontinued and why?

Discontinued Programs/Services:

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

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

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here: All required services support and resources correspond to ELL's ages and grade levels. A variety of comprehensive ESL programs are used in ESL instruction including Award Reading Program K-2nd grade (Students' develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, vocabulary, fluency, and comprehension.) Treasure Chest Program for 3rd-5th grade (Provides differentiated instruction to address all language-acquisition levels: Beginning, intermediate, and advanced. It also provides oral language, vocabulary and vocabulary strategies, phonics, Language Structure, Comprehension Strategies and skills.) Rigby On Our Way to English K-5th grade (The program provides English oral language development, comprehensive literacy instruction, and standard-based content area information.) Test preparation materials are also utilized including Getting Ready For the NYSESLAT and Empire State NYSESLAT K-5th grade. Instructional technology includes Destination Math, Imagine Learning, and Rosetta Stone.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the Beginning of the School Year

ELLs are selected to attend ESL summer program before the beginning of the new school year.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

(simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-Professional Development and Support for School Staff:

Staff members have attended various professional development workshops and conferences. ESL teachers, Common Branch Teachers and administration have attended ARIS training workshops throughout the year. They have also received AUCITY 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. Teachers have the opportunity to turn-key information gathered at professional development workshops to the administration, Othercommon branch teachers, subject area teachers, paraprofessionals, guidance counselors, and other staff members during staff development and faculty conferences.

2- Professional development offered:

- >ARIS- November 22, 2013
- >Middle School Articulation- October 30, 2013
- >Inter-visitation- November 2013 - February 2014
- >ESL turnkey Faculty Conference- December 13, 2013
- >NYSESLAT/State Assessments for ELL Students- February 7, 2014
- >Integrating Technology to enhance ESL instruction March 21, 2014

3- Teachers and Guidance Counselor are provided with opportunities to coordinate with middle school staff, in order to formulate strategies to support ELL students' transition from elementary school to middle school.

4- All teachers completed the mandatory 7.5 hours of ELL training as per Jose P. The Jose P. Professional Development was provided by a Network leader specialist. Teachers received a Certificate and copies were placed in their files. Signing sheets and agendas are kept in the Professional Development binders which are kept in the Office. ESL teachers and mainstream teachers collaborate during common planning times in order to discuss the needs of ELLs and instructional strategies and solutions.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

In January 2011, we launched and presently continued an intensive ARIS Parent Link workshops where parents will be provided with informational sessions and hands-on training. If more than one native language is spoken by parents, the school provides a translator in the individual's native language. Informational and question-and-answer sessions ensure parents understand all information received. 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 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
- Cook Shop – Is a hands-on workshop which empowers families to make healthy dietary choices.
- Parents on the School Leadership Team attended workshops, the NYSESPA Conference, CSA Conferences, and UFT

Conferences

- Curriculum Day/Night – Presentation on School Data and the Progress Report
- Parents volunteer as translators during Parent-Teacher Conferences
- Book Club
- Mommy and Me
- Learning Leader Training

Parent Survey

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.

E. 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.

Part VI: LAP Assurances

School Name: <u>Magnet School Of MultiCultural</u>		School DBN: <u>14K120</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
L. Caraballo-Suarez	Principal		1/1/01
R. Shockley-Santiago	Assistant Principal		1/1/01
C. Rosario	Parent Coordinator		1/1/01
P. Cordero	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
E. Baginska	Guidance Counselor		1/1/01
C. Felix	Network Leader		1/1/01
S. Salazar-Rodrigo	Other <u>Assistant Principal</u>		1/1/01
M. Ciaifa	Other <u>ESL Teacher</u>		1/1/01

	Other _____		1/1/01
	Other _____		1/1/01

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

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/Identification Test for English Language Learners 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. In recent years, there has been an increase in Asian speaking families. Translations are provided by staff members. The school also utilizes the NYC DOE Office of Translation Services.

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 are reviewed in preparation of the 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 sent in Spanish, Arabic, Bengali or Chinese to our non-English speaking parents. Notices are 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. 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 is 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 the language preferred by parents. The school will also continue to post the availability of translation services.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Carmen Fariña, Chancellor

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Public School 120	DBN: 14K120
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • 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 ELL students increase academic achievement and perform at levels 2, 3, and 4 on the ELA in the Spring of 2015, as well as on the NYSESLAT in May 2015, our school will be providing an ESL after-school program in grades first - fifth. Our plan is to support all ELL students to reach proficiency scores on the NYSESLAT thru the use of strategic differentiation methods according to their area of need, Listening/Speaking or Reading/Writing. According to the results of the 2014 NYSESLAT, the majority of our students reaching proficiency need extra support in the modalities of reading and writing. Three classes will be devoted to

Part B: Direct Instruction Supplemental Program Information

grades first to fifth. The three classes will be comprised of about 60 students. The program will meet Wednesdays, from 2:30 - 4:30. The program is scheduled from January 2015 to May 2015. All instruction will be conducted in English. A structured ESI program is essential and an integral component of an ELL student's educational program.

The teachers instructing in the ESI after-school program include ESL teachers and a highly-qualified Common Branch teacher co-teaching with an ESL/Bil certified one. 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 ESI 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 ELL students with experiences that 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 exams, periodic assessments and class work. Teachers will use scaffolding strategies in literacy and all content areas. Workshop model strategies will be utilized to support language. Sheltered English strategies will also be used in order to assure the acquisition of English. Instruction will be provided in English with support from the native language. The classroom environment is print-rich with picture support, which includes word walls, leveled classroom libraries, listening center and strategy charts. In order to assure that these programs support the instruction in the classroom; articulation between the ESL instructors 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, criterion assessments, performance tasks, oral language samples, student writing samples, oral proficiency interviews, story retelling, and unit assessments. 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 ELL's reach full educational equality with their native speaking 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: "Help! My Kids Don't Speak English" This book provides teachers with strategies in order to modify the curriculum to address the ELL student's needs.
- **Student Materials: "Getting Ready for the NYSESLAT" (Attanasio & Associated) The new updated version includes picture and sentence comprehension, dialogue & academic Content, picture Identification with simple questions, short passages for comprehension, writing sentences for grades K-2, writing descriptive paragraphs for grades 3-5, and writing fact-based essays for grades 3-5.
- **General Supplies for students (chart paper, notebooks, pens, pencils, etc.)

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

Part C: Professional Development

- name of provider

Begin description here: All PS 120 teachers receive ongoing professional development in language acquisition that reflects the needs of our students. We will focus on scaffolding instruction and differentiating lessons based on student data. The teachers instructing the program include ESL teachers and highly-qualified Common Branch/Content-Area teacher. All teachers have received the 7.5 hours of ELL training as per Jose P, at no cost to Title III. The primary focus of the program will be the development of English literacy skills and increasing academic language. The teachers will participate in book study, facilitated by an administrator, at no cost to Title III. The professional literature to be studied will be Nancy Akhavan's book titled, "Help! My Students Don't Speak English." The purpose of the study will be to modify instruction to meet the needs of our ELL students. We will provide the students 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. In order to assure that these programs support the instruction in the classroom, articulation between after-school teachers and classroom teachers will be an essential component for this program. Due to the scope and priority of this program, and because there is no other, a licensed supervisor will be needed in order to ensure the implementation of high quality differentiated instruction. The supervisor will provide support to participating staff and students, monitor student and teacher attendance, ensure the quality of instruction and the safety and security of the students and staff. All teachers involved in teaching the ESL after-school program will participate in planning sessions that focus on literacy, differentiated instruction, and ESL teaching and learning strategies. In addition, teachers will examine student work and discuss student progress.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Involvement - PS 120 recognizes that parents are 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 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, ESL teachers will conduct a series of workshops in order to strengthen the home-school connection. Parents will learn strategies they can use at home to support the child's listening, speaking, reading, and writing skills. Title III funds will be used to purchase dual-language books and materials. The parents will be provided with the dual-language books and materials so that they may be utilized 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: \$11200

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"> • Per session • Per diem 	\$7,280	After-school: 3 teachers x 20 sessions x 2 hours x \$51.00 = \$6,120 Saturday Academy: 3 teachers x 2 sessions x 3.5 hours x \$51.00 = 1,071
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,120	Professional Literature: "Help! My Students Don't Speak English" (\$355) Study Group: Teacher per session: 3 teachers x 5 sessions x 1 hour x \$51.00 = \$765.00
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1,680	Student Materials: "Getting Ready for the NYSESLAT" (\$1,276) General Supplies (chart paper, notebooks, pencils, pens, crayons, etc) (\$404.00)
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$1,120	Parent Involvement: Dual-Language books and materials used to extend learning in the home. (\$1,020) Refreshments (\$100)
TOTAL	\$11,200	\$11,200

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