

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	14K120
School Name:	P.S. 120 CARLOS TAPIA
Principal:	LIZA CARABALLO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Public School 120 Magnet School for Multicultural Education School Number (DBN): 14k120

Grades Served: Pre-Kindergarten – 5th Grade

School Address: 18 Beaver Street Brooklyn, New York 11206

Phone Number: 718-455-1000 Fax: 718-574-6637

School Contact Person: Liza Caraballo-Suarez Email Address: lcaraba@schools.nyc.gov

Principal: Liza Caraballo-Suarez

UFT Chapter Leader: Victor Mogielnicki

Parents' Association President: Catalina Salazar

SLT Chairperson: Jessica Figueroa

Title I Parent Representative (or Parent Advisory Council Chairperson): _____

Student Representative(s): _____

District Information

District: 14 Superintendent: Alicja Winnicki

Superintendent's Office Address: 215 Heyward Street, Brooklyn, New York 11206

Superintendent's Email Address: awinnic@schools.nyc.gov

Phone Number: 718-302-7638 Fax: 718- 302-7978

Borough Field Support Center (BFSC)

BFSC: Brooklyn, District 14 Director: Bernadette Fitzgerald

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Liza Caraballo-Suarez	*Principal or Designee	
Victor Mogielnicki	*UFT Chapter Leader or Designee	
Catalina Salazar	*PA/PTA President or Designated Co-President	
Julia Ruiz	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
J. Figueroa	Member/Teacher/Chairperson	
L. Caquias	Member/Teacher/Co-Chairperson	
M. Munoz	Member/ Paraprofessional/Timekeeper	
L. Arnold	Member/ Paraprofessional	
Stephanie Gutierrez	Member/ Parent	
Hazel Ordanez	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Buenaventura Galindo	Member/ Parent	
Cecilia Ramirez	Member/Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

Each June, PS 120 celebrates its yearlong study of countries and cultures with an **Annual Multicultural Festival**. The hallways are transformed into different countries and multi-discipline work is displayed. Students become tour guides and present the culture they have become specialists in. The students have gained knowledge through all aspects of the curriculum including; reading, writing, social studies, the Arts, physical education, science and technology, after school and in-school residencies. The diversity within our school has created a respectful, friendly and rich environment where the school community shares a variety of traditional celebrations and foods among the ethnicity groups. Utilizing the *Leader In Me* Process, the students have embraced the 7 habits to grow socially as they need to work cooperatively within their own classmates and on a grade level to be successful in our Multicultural Festival. During the event students are inspired to interact and speak with visitors. This promotes self-confidence, responsibility, and trust. Students feel emotionally proud and successful as they share their knowledge with their parents and the community.

Through **The Leader in Me** process students, families and teachers, are provided with a framework for strengthening social and emotional well-being. The entire school community embraces the "*7 Habits of a Highly Effective Person*." The teachers have embedded the habits, such as "be proactive" and "put first things first," into the daily curriculum, thus nurturing traits such as responsibility when students complete their work before they play. Students have opportunities to develop leadership roles in the Lighthouse Team, where they serve as advisors and contribute ideas to make the school a better place. They have created initiatives such as reading buddies and student coaches during recess. Also, teachers facilitate each class to collaboratively develop individual class mission statements, thus promoting positive behavior throughout the school. Additionally, the parent coordinator conducts workshops and book clubs which focus on the *7 Habits of Highly Effective People*. This provides families with successful academic and social-emotional strategies they can use with their children.

In addition, to continue to attempt to promote the importance of health, we have also partnered with NYU, Cornell University and Woodhull hospital. Parents, students and parents have attended different types of health workshops in which have been an eye opener to all. For example, prior to these workshops, a high percentage of student absences were due to asthma. Now, students as well as parents have been trained to recognize the onset of an attack and have been provided with strategies to prevent one from occurring. The families understand that keeping a child at home because of asthma is not always necessary. Hence, our attendance yearly rate has increased.

As we all know that it takes more than just academic skills to prepare to deal with the challenges of life. The school has provided all early childhood families with *Cool Culture* memberships. Our families are enabled to freely visit and enjoy New York City's 90 cultural institutions. Families are able to experience hands-on learning which enhances their academic abilities.

The *Afro Latin Jazz Alliance* and *Kinderdance* have been incorporated to reinforce students' learning of the instruments and dances that have cultivated and contributed to different music around the world.

2. The school is located in an economically challenged neighborhood. It serves free lunch to all students. Twenty- one percent of the students are English Language Learners. Of the students that are English Language Learners, 24% are beginners, 40% are intermediate, and 36% are advanced.

Twenty- three percent are considered students with special needs. Of the students with special needs 40% are receiving full-time services, 42% are receiving part-time services, and 18% receive only related services.

3. The school made progress in student achievement in both ELA and Math as measured by state and local measures. This year the school plans on building on that success by implementing reciprocal teaching strategies across all grades and curricular.

14K120 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	469	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.7%	% Attendance Rate		93.0%
% Free Lunch	80.5%	% Reduced Lunch		0.6%
% Limited English Proficient	17.6%	% Students with Disabilities		20.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		10.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		2.1%
% White	1.3%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.14	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.0%	% Teaching Out of Certification (2013-14)		15.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		5.59
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4		24.1%
Science Performance at levels 3 & 4 (4th Grade)	77.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Literacy:

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 2 7% 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 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%.

Math:

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%.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Implementation of reciprocal teaching strategies in order to increase students' Literacy and Mathematical understanding, so that by June 2016, **75%** of students in grades k-5th will move two or more reading levels, as measured by Fountas & Pinnell running records.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implementation of reciprocal teaching strategies school wide.	All students, Pre-K to 5 th grade.	September 9, 2015- June 26, 2016.	All staff, administration, and consultants.
Departmentalization in 4 th and 5 th grades to focus on deepening the quality and rigor of instruction.	4 th and 5 th grade students.	September 9, 2015- June 26, 2016.	4th and 5 th grade teachers, paraprofessionals, administrations and consultants.

Fountas & Pinnell running records and miscue analysis are used to most effectively inform general classroom and intervention instruction, in order to differentiate reading instruction.	All students, Pre-K to 5th grade.	September, January, and May.	Classroom teachers Kindergarten to 5 th grade.
Administration and Specialists are providing ongoing staff development of the programs Ready Gen , Teacher’s College writing curriculum, and GoMath. Collaboratively, teachers are modifying the programs 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	All students.	September 9, 2015- June 26, 2016.	All staff, administration, and consultants.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> 1. Outside consultants from Southern Cross Consultancy to develop staff reciprocal teaching competencies. 2. Ready Gen ELA and Go Math curriculum, modified by P.S. 120 staff. 3. Regular data inquiry meetings to assess and monitor effectiveness of instruction. 4. Ongoing professional development will be provided by the administration, the Southern Cross Consultancy, and 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, and implementation of Classroom Walkthroughs with all teachers based on Professional Teaching Standards. 5. Intervention Services will be provided to target at-risk students, determined by running records and miscue analysis, comprehension rubrics, NYS ELA/Math, teacher recommendations, Words Their Way Spelling Inventory, Writing on Demand pieces, GoMath Unit assessments, Benchmark assessments. 6. Two after-school programs will be provided to support the students’ academic needs (ELA/Math Institute and ESL after-school program). 7. CBO after school programs, Afro-Latin Jazz and Hosh Kids will provide enrichment opportunities and academic support for students. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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. 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 programs, ReadyGen and Go Math will be utilized in grades K – 5th. These programs provide support for meeting students’ individual needs.
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.
6. ESL and Literacy/Math after-school programs effectiveness will be monitored by teacher-developed assessments within each program.
7. The Afro-Latin Jazz and Hosh Kids will be measured through analysis of student performance on class-level, school-wide, and State-wide assessments.
8. Data inquiry teams will gather and analyze data on a weekly basis.
9. Effectiveness of reciprocal teaching will be monitored through observations and the data inquiry process.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To continue to foster a school culture where students feel safe, supported, and challenged by their teachers and peers, as measured by student attendance above 90% by the ending of the school year 2015-2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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</p>	<p>All students.</p>	<p>September 9, 2015- June 26, 2016.</p>	<p>Attendance Committee</p>

100% class attendance is celebrated by the school community	All students.	September 9, 2015- June 26, 2016.	Attendance Committee.
High student attendance is celebrated by the school community	All students.	September 9, 2015- June 26, 2016.	All staff and administration
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"	All students.	September 9, 2015- June 26, 2016.	All staff and administration.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. AIDP Family worker reviews daily ATS attendance and lateness reports and organizes Attendance Committee meetings
2. Attendance celebrations are rewarded as attendance incentives to the classes with the highest attendance each month. 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.
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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strength: The school has a core of dedicated parents who support the school at multiple events and functions.

Need: To continue to increase the amount of parent participation throughout the school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, increase the participation of parents at workshops, meetings, school wide activities and parent/teacher conferences by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 			
To provide translated correspondence on school news, information, and issues in all languages used in the school community.	Families	September 9, 2015- June 26, 2016.	Parent Coordinator, Community Liaison, Administration and Staff.
To increase attendance at parent meetings, such as Parent/Teacher Conference, Literacy Celebrations, Pre-K open house, orientation and workshops.	Families	September 9, 2015- June 26, 2016.	Parent Coordinator, Community Liaison, Administration and Staff.

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.	Families	September 9, 2015- June 26, 2016.	Parent Coordinator, Community Liaison, Administration and Staff.
To sustain viable parent membership on the school leadership team	Families	September 9, 2015- June 26, 2016.	Parent Coordinator, Community Liaison, Administration and Staff.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
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 Parent workshops will be conducted by the parent coordinator and teachers in order to assist parents with accessing and interrupting their children’s data. Grade Level Curriculum Nights addressed specific grade-level standards and expectations. Parents as Reading Partners Book Club introduced literacy strategies to support parents’ ability to address their child learning goals. Participating parents received books in English and their native language. Transition Workshops will supply parents with information and materials to support their children’s transition to the next grade. Early childhood parents will be provided with COOL Culture memberships that enable the family to visit cultural intuitions in support of the school’s curriculum. Mother-Son and Father-Daughter dances foster a stronger home-school connection.											
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.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Parent surveys are conducted twice a year. Parent Coordinator’s binder will included translated notices.
2. Parent Coordinator’s binder contains 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, school report card, progress report, parent survey)
4. An increase in attendance as reflected in the Parent/Teacher Conference log throughout the year.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<p>English Language Arts (ELA)</p>	<p>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.</p>	<p>The <i>Foundations</i> Program is utilized by grades K-3 to provide extra support for phonics vocabulary, and grammar instruction.</p> <p>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.</p> <p>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.</p> <p>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>	<p>Grades K-3rd will receive ELA intervention utilizing the <i>Foundations</i> Program, provided as small-group instruction.</p> <p>Grades 4 and 5 will receive ELA intervention provided as small-group instruction, during the school day.</p> <p>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.</p> <p>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>	<p>The <i>Foundations</i> Program is utilized during the school day for grades K-3.</p> <p>During the school day, students in grades 4-5 receive ELA intervention.</p> <p>The After-School Literacy/Math Institute will meet during the months of January – May, twice a week</p> <p>The Saturday Literacy/Math Academy will meet on scheduled Saturdays during the months of January – May</p>

Mathematics	Intervention Services will be provided to target at-risk students, determined by NYS Math, teacher recommendations, GoMath Unit assessments, Exemplar tasks, and Benchmark assessments.	<p>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</p> <p>Literacy/Math Institute for at-risk students in grades 3, 4, and 5 will provide extra help to improve reading, writing and math skills. During the months of January – April, the program will meet twice a week.</p> <p>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>	<p>During the school day, students in grades K-5 receive math intervention using the workshop method.</p> <p>An After-School Literacy/Math Institute for at-risk students in grades 3, 4, and 5 will provide extra help to improve reading, writing and math skills. During the months of January – April, the program will meet twice a week.</p> <p>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>	<p>During the school day, students in grades K-5 receive math intervention using the workshop method.</p> <p>An After-School Literacy/Math Institute for at-risk students in grades 3, 4, and 5 will provide extra help to improve reading, writing and math skills. During the months of January – May, the program will meet twice a week.</p> <p>The Saturday Literacy/Math Academy will meet on scheduled Saturdays during the months of January – May</p>
Science	Intervention Services will be provided to target at-risk students, determined by running records and miscue analysis, comprehension rubrics, NYS ELA/Math and Science, teacher recommendations, Words Their Way Spelling Inventory, Writing on Demand pieces, GoMath Unit assessments, Exemplar tasks, Benchmark assessments.	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.

<p>Social Studies</p>	<p>Intervention Services will be provided to target at-risk students, determined by running records and miscue analysis, comprehension rubrics, NYS ELA/Math, teacher recommendations, Words Their Way Spelling Inventory, Writing on Demand pieces, GoMath Unit assessments, Exemplar tasks, Benchmark assessments.</p>	<p>Teachers provide Social Studies intervention through the teaching of reading, writing, and mathematics in the content areas.</p>	<p>Social Studies intervention is provided on-to-one and small group as needed .</p>	<p>Social Studies intervention is provided during the school day ad during the after-school programs.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>PPT review of student academic progress and social behavior.</p> <p>Determined by medical doctor’s diagnoses of asthma.</p>	<p>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.</p> <p>The Nurse provides a series of Asthma Workshops, throughout the school year for students, whom have been diagnosed with asthma.</p>	<p>At-risk counseling is provided as one-to one and small group sessions.</p> <p>Asthma Workshops are provided in small group sessions by the school nurse.</p>	<p>At-risk counseling is provided throughout the school as needed, during the school day.</p> <p>Asthma workshops take place during the school day .</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>1. 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</p> <p>2. 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 " <i>Looking At Student Work</i> " collaboratively to build further understanding of aligning data to instruction – using Writing samples and rubrics, using Mathematics Open Response and Exemplars samples and rubrics. As well Professional development to focus on assessment, looking at students work, classroom environments, intervention and comprehension strategies, sequence of development of concepts in all strands, differentiation, writing mathematically, implementation of Classroom Walkthroughs with all teachers based on Professional Teaching Standards (Engagement & Classroom Environments), integration of Math resources with daily lessons including test prep with technology</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

--

3b. 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).

Part 4: SWP Schools Only

4a. 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.).
Transition into Pre-Kindergarten: 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. 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.

4b. 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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	355,779.00	x	14-15, 18, 24
Title II, Part A	Federal	78,245.00	x	14-15
Title III, Part A	Federal	11,200.00	x	14-15, 24
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,191,002.00	x	14-15, 18, 24-25

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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

Public School 120, 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.

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>Public School 120</u>	DBN: <u>14K120</u>
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
Total # of ELLs to be served: <u>60</u>
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: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: After School Program: To ensure that our 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 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 ESL program is essential and an integral component of an ELL student's educational program.

- The teachers instructing in the ESL 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 ESL program include:

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

- In addition, After School Teachers will discuss the progress of the students with classroom teachers. We will provide 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

Part B: Direct Instruction Supplemental Program Information

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
- 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

Part D: Parental Engagement Activities

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: \$11,200

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 	<u>\$7,280</u>	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. 	<u>\$1,120</u>	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. 	<u>\$1,680</u>	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	<u>\$1,120</u>	Parent Involvement: Dual-Language books and materials used to extend learning in the home. (\$1,020) Refreshments (\$100)
TOTAL	<u>\$11,200</u>	<u>\$11,200</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 120
School Name Public School 120		

B. Language 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 ENL teacher, and one parent.

Principal L. Caraballo-Suarez	Assistant Principal R. Shockley-Santiago
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ms. Patricia Cordero	School Counselor Ms. Baginska
Teacher/Subject Area Ms. M. Ciaifa, ESL Teacher	Parent C. Salazar
Teacher/Subject Area N/A	Parent Coordinator Ms. Carmen Rosario
Related-Service Provider K. Robinson	Borough Field Support Center Staff Member
Superintendent A. Winnicki	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	401	Total number of ELLs	50	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	8
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	41		4	9		4				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New 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	8	11	12	5	5	6								0
Chinese					1									0
Russian														0
Bengali														0
Urdu														0
Arabic					1	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	1			1									0
Emerging (Low Intermediate)	5	2			3	1								0
Transitioning (High Intermediate)		2	6	2	1									0
Expanding (Advanced)	1	5	6	3	2	5								0
Commanding (Proficient)		1	3		8	2	8							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	1	0	0	0
4			0	0	0
5	10	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5		0		0		1		0
4	1		4		1		0		0
5	5		6		2		0		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		1		5		2		0
8	0		0		0		0		0
NYSAA Bilingual (SWD)	0		0		0		0		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses Words Their Way, NYC Performance, Fountas and Pinnell, and Writing-on-Demand tasks to assess the early literacy of our ELLs. Words Their Way is administered three times per year. Fountas and Pinnell is also given three times per year. Writing on demand is given twice per year, at the beginning and end of the school year, and occasionally after the completion of a unit. These tools are effective for providing focus and direction when formulating curriculums and modifying classroom instruction. For example, we compare NYSESLAT reading and writing scores with the students' performance in ELA reading and writing in order to target instruction based on the students' needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 A review of the fall 2015 administration of the NYSITELL indicates the following:
 In kindergarten, 25% (2 out of 8 ELLs) are on the entering level, 63% (5 out of 8 ELLs) are on the emerging level, and 13% (1 out of 8 ELLs) is on the expanding level. This data indicates that the majority of the kindergarten ELLs are either on the entering or transitioning levels.
 A review of the fall 2015 administration of the NYSESLAT indicates the following:
 In the first grade, 10% (1 out of 10 ELLs) was on the entering level, 20% (2 out of 10 ELLs) are on the emerging level, 20% (2 out of 10 ELLs) are on the transitioning level, and 50% (5 out of 10 students) are on the expanding level.
 In the second grade, 50% (6 out of 12 ELLs) are on the transitioning level and 50% (6 out of 12 ELLs) are on the expanding level.
 In the third grade, 40% (2 out of 5 ELLs) are on the transitioning level and 60% (3 out of 5 ELLs) are on the expanding level.
 In the fourth grade, 14% (1 out of 7 ELLs) is on the entering level, 43% (3 out of 7 ELLs) are on the emerging level, 14% (1 out of 7 ELLs) is on the transitioning level, and 29% (2 out of 7 ELLs) are on the expanding level.
 In the fifth grade, 17% (1 out of 6 ELLs) is on the emerging level and 83% (5 out of 6 ELLs) are on the expanding level.

Based on test data, the school has 50% of its ELLs identified as on the expanding level. As a result, the school is implementing several

literacy initiatives. This includes literacy across content areas - reinforcing writing and vocabulary skills, text annotation, and supports that are specific to beginners (self-contained ESL).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses this data to determine to what extent students are improving in terms of reading levels in the class, and to make decisions on how to adapt instruction based on these trends.

Based on the data from the 2014-2015 school year, students generally improved by one reading Fountas & Pinnell reading level every four months.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- This school only uses freestanding ENL classes.

a. This is not applicable. Our ELL students take all tests in English.

b. We use the results of all periodic assessments to adapt the curriculum and instructional program to the needs of the students. These results also determine the frequency and types of the academic interventions offered to students. The data drawn from these assessments helps to provide the staff with detailed information about our students' strengths and weaknesses in English Language Development. These tests are also a resource to help all teachers when working with ELLs in small groups. These assessments help the staff plan and create different lessons with appropriate amounts of differentiation and scaffolding.

c. According to the analysis of our periodic assessments, our ELL students are underperforming in the area of literacy. On average, they are reading on grade levels that are 2 to 3 years below their current grade level. To address this issue, all of the teachers are focusing on applying literacy strategies across all content areas with a focus on vocabulary development and text annotation. The home language is not used; however, bilingual dictionaries are available to any students who may need them

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Using the results of periodic assessments, our school utilizes a 3-tier instructional system to adapt to the needs of the students as outlined by the RtI framework:

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- A child's second language development is considered in instructional decision making by being 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 approaches and methods to make content areas comprehensible and thus enriching language development for ELLs. Overall, a sheltered instruction approach is taken, which includes scaffolding techniques. Pertinent strategies include modeling, using visuals, manipulatives, graphic organizers, 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:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We monitor student progress through the analysis of student performance on the Rigby ELL Assessment tool, performance over time on the NYSESLAT, and periodic assessments in addition to academic progress and teacher-created assessments for ESL students specifically. Leadership discusses the progress of ELLs and specific strategies for teaching ELLs during weekly one-on-one teacher meetings.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.
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. This process determines the child's home language. The ESL teacher conducts informal oral interviews with the parents and child in both English and the home language. If necessary, we will use an over-the-phone interpretation service in order to communicate with the parents and answer their questions. The student's prior school work in reading, writing, mathematics, in both English and the home language, is reviewed if it is available. If prior school work is not available, then we will use age- and grade- appropriate informal, culturally sensitive, school-based assessments to determine the student's proficiency level in the aforementioned areas. Next, the school determines if the student is able to take the NYSITELL. If the student is unable to take this test, then the ELL identification process concludes.
If the student is eligible, he or she will then take a NYSITELL test in order to determine his or her English proficiency.

If the student is unable to take the NYSITELL test, then the certified ESL teacher or related service provider with a bilingual extension and/or teacher of English to speakers of other languages 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.

The pedagogues who are responsible for conducting the initial screening, administering the HLIS, and administering the NYSITELL and LAB-R tests are the ENL Certified Teachers. There are pedagogues at this school who are fluent in Spanish and Polish; however, all instruction is delivered in English.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Sequential steps pursuant to CR Part 154, which include use of the Home Language Identification Questionnaire, Oral Interview, Questions in the native language and English, and the administration of the NYISTELL and NYSESLAT. The school also administers locally and/or commercially-developed diagnostics to identify their content area instructional needs if it appears that schooling has been delayed or not experienced. The placement of SIFEs is based upon documented information collected during the identification process.

The assessment results, when coordinated with other information derived during the intake process, assists in clarifying the needs of students. Findings from the diagnostics serve as a guide for appropriate placement and the instructional design process. We also use a commercially developed diagnostic test: Rigby ELL Assessment Kit. This entire process occurs within 30 days.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The following 4 steps and placement into the ELL program chosen by the parent is completed within 10 school days (20 school days for students entering with IEPs).

The LPT members consist of the school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee), and the student's parent or guardian.

The LPT determines whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development in the following ways:

- Through the NYSITELL test results
- The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted for placement into the IEP program, including assessments given in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the above information and evidence, the LPT then makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the student has English language acquisition needs, the student must take the NYSITELL; if not, the student will not take this test. That student would then be sent to the principal for review. The principal can then decide whether the student needs the NYSITELL; if the principal determines that the student does not need the NYSITELL, then the recommendation is sent to the superintendent or the superintendent's designee. The superintendent or the designee then accepts or rejects the LPT's recommendation for the student. Additionally, the student's parent or guardian is notified within 3 days concerning the decision regarding the student's status. The LPT's recommendation must be accepted or rejected within 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 ENL 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 ENL Teachers or the Parent Coordinator. 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. The ENL teacher is responsible for this process.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on the how the ELL program information is delivered. These documents are given to the parents

during Orientation, sent home with the student, or mailed home and are returned to the main office upon completion by the parent. Parents are free to ask questions during Summer Orientation or schedule a meeting with the staff to clarify any questions or concerns they may have. All documents are collected and kept on file in the main office. The school will call or visit the home of any parent who does not return the forms in a timely manner to ensure the form is completed and returned. The ENL teacher and the parent coordinator are responsible for this process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

-Each August before the official start of the school year, the school holds a Parent Orientation facilitated by the staff. During this orientation, there is an in-depth overview of the ELL identification, entitlement and placement process with a Q and A session that follows the orientation. The administrative and pedagogical staff indicate the choices based on the DOE documents showing the different choices.

-During the first week of school or as new students enrolled throughout the year, students will be identified for ELL using the HLIS. Parents will be called by the school for a one-on-one meeting or phone conversation concerning the ELL entitlement and placement process for their child.

The PA/PTA will offer an ELL Parent Orientation Workshop during the PTA September meeting to address the ELL parents as a group.

-The staff will provide parents with notifications, information and maintain a dialogue with parents to ensure that they are well-informed about their student's education from the start to the end of the school year. Parents will be notified by the school when a TBE/DL program becomes available.

-The parents are notified that the bilingual program is the default if a parent survey is not returned.

-The ENL teacher and/or parent coordinator are responsible for explaining the three programs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents who have not completed the Parent Surveys and Program Selection Forms are contacted by phone by the ENL Teachers 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parents who have not completed the Parent Surveys and Program Selection Forms are contacted by phone by the ENL 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.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once all newly enrolled ELLs have been identified through the HLIS process and NYSITELL 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 NYSITELL. 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.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All copies all ELL documentation are kept in a locked and secure place in the ENL teacher's room. The originals are stored in a locked and secure place in the office. The records are maintained by the ENL teacher. Parent coordinators, along with other designated personnel, have access to the ELL documentation.

11. 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.

The testing coordinators order the exams based on the information from the RLER report in ATS and they are stored and kept locked in a secure place. The testing coordinator and ESL teachers determine a schedule and a secure testing location to administer the four sections of the exam according to the schedule that the state indicated in the test administration guide.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our school sends Continued Entitlement Letters to parents of students continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the

student continues to be entitled. The letters are sent in the preferred language of the parent. The ENL teacher is responsible for this distribution process.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Trends in Program Choices:

Parent Program Selection Forms indicated that 100% of ELLs' parents chose the English as a Second Language Program. This trend in ELL parent choices has persisted throughout the past few years. The parent program models offered at our school are aligned with parent requests.

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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

ELLs receive instruction in a stand-alone ENL class, delivered by a certified ENL teacher. Our school uses a pull-out program; there are also occasions in which a push-in program is used. Students are grouped by grade level and proficiency level. If the groups are too large, they will be separated by proficiency level and grade level within the classroom. In the pull-out program, students from mainstream classrooms are taken to the ENL classroom for 45 minutes per day to specifically work on their English development skills. In the push-in program, the ENL teacher joins the mainstream classroom of a group of ELLs and provide support in all content areas. All instruction is given entirely in English. Bilingual dictionaries are provided to the students who may need further support.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All instruction is given via the freestanding ENL program. The time given to the ELLs for instruction in both pull-out and push-in programs is allocated according to the students' proficiency level. The school ensures that the mandated number of instructional minutes is provided by maintaining logs and records of the students' participation in these programs.

 - For students at the Entering and Emerging levels, each student receives 360 minutes of ENL instruction time per week.
 - For students at the Transitioning and Expanding levels, each student receives 180 minutes of ENL instruction time per week.
 - For students at the Commanding level and former ELLs, each student will receive additional services for two years
3. Describe how core content is delivered in each program model. 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.

Instruction in the content areas is delivered in English using SDAIE (Specially Designed Academic Instruction in English) and SLOP (Sheltered Instruction Observation Protocol) strategies such as Content and Language Objectives, scaffolding of lessons, front loading of academic and content vocabulary, summary and sentence frames, and graphic organizers. Content teachers work with the ENL teacher to ensure students are both developing their academic language while meeting the demand of the Common Core

Learning Standards. The content and ENL teacher also use ENL glossaries from NYSED for content areas, and bilingual dictionaries are offered.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 ENL teachers.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12. It 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.

The school also uses the Rigby ELL Assessment Kit. This is an ongoing assessment kit that allows educators to monitor ELL students' progress with listening, speaking, reading, and writing. The assessment is aligned with the Fountas and Pinnell book leveling system. They offer two assessment kits: a Primary Kit that has reading levels A-L, and an Elementary Kit that has reading levels A-T. The assessment kits also include a Data Management Tool that allows tracking of students, classes, and whole schools' progress. There is also a "Next Steps" booklet that provides differentiated instructional ideas based on students' current levels. This assessment is given to the students each month.

Content area and ESL teachers develop lessons that incorporate the four modalities. The school's schedule is six 45-minute periods each day. This provides opportunities for ELLs to practice their oral language skills. All teachers use Content and Language objectives to assess not only the students' understanding of the content, but of their language acquisition skills. All teachers use daily checks for understanding in addition to more formal formative and summative assessment. All staff analyze DRP data and participate in schoolwide grading of student MOSL essays in ELA.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. ENL 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. ENL 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 developing ELLs:

For developing ELLs (students received four to six years of ENL instruction), sheltered instruction techniques are utilized. ENL 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. Scaffolding strategies that increase comprehension include visuals, graphic organizers, realia, manipulatives, and teacher modeling. Other scaffolding strategies include pre-teaching vocabulary, frequent comprehension checks and increased wait time. There are computer activities, hands-on activities, and collaborative learning activities such as task-oriented projects and small group activities. Teachers also promote a "buddy system" in the classroom, family involvement at home, and overall, an appreciation for cultural diversity. Additional strategies used with newcomers include listing and reviewing instructions step by step and focusing on the language functions: describing, retelling, comparing, contrasting, and summarizing.

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 former ELLs for up to two years after exiting ELL status:

For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations. These accommodations include time extensions for all exams, separate locations for exam administration, a third reading of listening sections (ELA), bilingual dictionaries and glossaries.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

The ENL teacher is responsible for managing the initial identification process. The ENL teacher is also responsible for managing the re-identification process.

8. 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?

ELL-SWDs are provided with material that contains visuals and dramatized readings. To build academic vocabulary and simplify content and concept knowledge, Total Physical Response methods are used. The technology that is used to help these students includes Smart Boards, CD players and computers. The ENL teacher meets with the School Based Support Team and the Assistant Principal and/or the Principal to ensure that ELL-SWDs get the proper ELL services. In some cases, a Bilingual Assistant helps the student in class during the day. The ELL- SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student's abilities and on the IEP. Some students may need simplified instruction using only one or two words, while others may need simpler language or have the task broken down into smaller components. Furthermore, multiple intelligence problem solving strategies are also used by teachers to promote academic success. These strategies include linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic approaches.

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.

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

Our school uses curricular, instructional, and schedule flexibility to enable all ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment through afterschool programs, small group instruction, trips, special events such as Field Day, lunch time, and recess. The ELL-SWDs are in the same classes with the mainstream students in afterschool programs and in small group instruction. P.S. 120 ensures that flexible programming is used to maximize time spent with non-disabled peers through meetings between the general education teachers, special education teachers, the out of classroom teachers, SETTs teacher and School Based Support Team as well as the administration. At lunch time, the ELL-SWDs eat at the same tables and at the same time as the non-disabled students. They also play together at recess. By encouraging mainstream children to interact with ELL-SWDs, we are able to help these children achieve their IEP goals.

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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

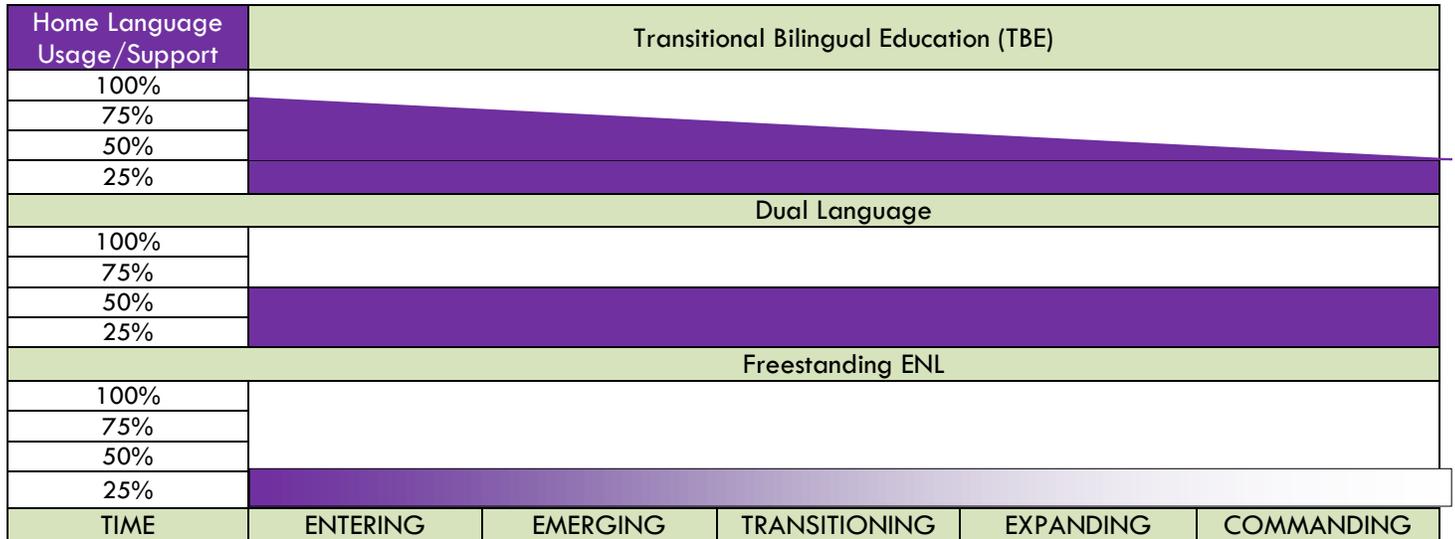


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. All teachers know who their ESL students are and review the progress of their students during weekly Accountable Community and weekly One-on-One meetings. Based on student progress/data, in addition to data from periodic assessments, teachers have determined that the failure rates are higher with ELL students. The teachers have identified that they need to differentiate based on language needs are integrating SDAIE and SIOP strategies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 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.
- Our school uses the Words Their Way, Fountas & Pinnell, Math Baseline, and MOSL assessments. The data from these assessments are reviewed bi-weekly.
12. 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.
13. What programs/services for ELLs will be discontinued and why?
- Currently, there are no programs or services that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are welcome to join in any activities that the school provides. The classroom teachers, ELL teacher, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. Notices in Spanish about these programs are also sent to the parents. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 2 to 5. The RTI program is also available for those students who need academic support services. There are also afterschool activities that are available to ELLs, such as a music program, an ELA program, and a math program. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language. Other services include programs with the guidance counselor and parent coordinator and special performances in the auditorium.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Teachers are using a variety of instructional materials to support ELLs including ESL glossaries from NYSED for content areas, bilingual dictionaries, teacher-created materials, SmartBoards in all content areas, and translation software.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- To provide home language support for ELLs, bilingual dictionaries and bilingual books are available in students' home 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.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All required services support and resources correspond to ELL's ages and grade levels. A variety of comprehensive ENL programs are used in ENL 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In order to provide ELL's with support for the upcoming school year, selcted students are offered to attend the ENL summer program.

An orientation is privedd at the beginning of each school year, for ENL families.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Staff members have attended various professional development workshops and conferences. ENL teachers, Common Branch Teachers and administration have attended ARIS training workshops throughout the year. They have also received ACUITY training. ENL 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. ENL 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 ENL programs in other schools. Teachers have the opportunity to turn-key information gathered at professional development workshops to the administration, other common branch teachers, subject area teachers, paraprofessionals, guidance counselors, and other staff members during staff development and faculty conferences.

Language Allocation Policy (LAP) clinic - October 8, 2015

New York Star - November 9, 2015

Middle School Articulation - October 23, 2015

Inter-visitation - November 2015 to February 2016

ESL turnkey Faculty Conference - October 5, 2015

NYSESLAT/State Assessment for ELL Students - March 7, 2016

Integrating Technology to enhance ESL instruction - December 14, 2015

Tips for Helping ELLs with the CCLS - April 25, 2016

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development offered:

- New York Star
- Middle School Articulation
- Inter-visitation
- ESL Turnkey Faculty Conference
- NYSESLAT/State Assessments for ELL Students
- Integrating Technology to Enhance ESL Instruction

The professional development that is offered to teachers of ELLs in supporting ELLs as they engage in CCLS includes providing insights and strategies to help students answer questions, comprehend information taught as well as ways to provide help to those who have difficulties learning concepts. These professional development workshops include how to teach children to answer different kinds of questions, what information is needed to answer certain questions, simplifying language and text and vocabulary development. These activities help teachers provide support to ELL students in class because the teacher has strategies to help students master the material which is taught.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The support that we provide to staff (teachers and guidance counselors) to assist with the transition from elementary to middle school includes data on students and Portfolio assessments as well as binder assessments. The teachers and parent coordinator are also supported by the school leadership when dealing with parents who have difficulties with the process of applying to middle school and finding the right middle school for their child. The guidance counselor is given professional development on the NYSESLAT and reading the NYSESLAT scores from the ATS for the ELL students. The ENL teacher also meets with guidance counselors to explain potential difficulties ELL parents and children may have in going to middle school and finding the right middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers completed the mandatory 7.5 hours of ELL training as per Jose P. The Jose P. Professional Development was provided by an ELL Specialist. Teachers received a certificate and copies were placed in their files. Signing sheets and agendas are kept in the Professional Development binders which is kept in the Office. ENL teachers and mainstream teachers collaborate during common planning times in order to discuss the needs of ELLs and instructional strategies and solutions. ENL teachers are sent to workshops provided by the District and the DELLSS Team. Time is scheduled during Monday afternoon professional development for the ENL teachers to turn-key. Agendas, sign-in sheets, and handouts are filed in the professional development binder, located in the main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our school individually meets with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting also includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language, in the case of students enrolled in a bilingual education program. Such a meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Our school determines the manner and form of such individual parent meetings, in accordance with collective bargaining agreements.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Our school records attendance using existing procedures. Meeting agendas are given to the parents based on the content of the meetings; a sign-in sheet is used to track attendance. Letters are given to the student notifying the parent of the date and time of the meeting. If the parent/guardian is unable to attend the meeting, the parent will be contacted via telephone and a meeting will be scheduled at a time that is most convenient for them. Translators and interpreters are made available as needed. Surveys are also given at the end of each meeting in order to ensure that parent needs are accommodated. Parent Coordinator and ENL teachers keep agendas, attendance, and hand-outs in a binder.

In addition, a record is created for each meeting with the parent. This record includes information about the child's progress academically and areas for improvement, and any requests that they parent may have concerning the child's learning needs. The ENL teacher is responsible for creating and maintaining these records.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved in various workshops throughout the year:

- ESL Parent Orientation
- PTA meetings
- 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 and Diabetes
- Cook Shop: 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

The Parent Coordinator sends home a survey that asks parents to specify the workshops and programs in which they may be interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents. The Parent Coordinator shares the survey data with administration and teachers. As a team, workshops are designed to support parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes. The school partners with Woodhull Hospital, Planned Parenthood, and Cook Shop to provide workshops and services to ELL parents.
5. How do you evaluate the needs of the parents?

Our school uses parent surveys. An annual Learning Environment Survey is given, and the responses are examined and analyzed. Parents' input is also gathered at Parent Teacher Conferences, PTA meetings, School Leadership Team meetings, and workshops conducted by the Parent Coordinator and Family Worker.

6. How do your parental involvement activities address the needs of the parents?

These activities provide parents with useful information to assist them with a wide variety of concerns, both related to English language education and topics beyond. In doing so, we hope that this will benefit them and provide the support necessary to allow ELLs to succeed.

D. Additional Information

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

N/A

School Name: **Magnet School of Multicultural**

School DBN: **14K**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
L. Caraballo-Suarez	Principal		
R. Shockley-Santiago	Assistant Principal		
C. Rosario	Parent Coordinator		
P. Cordero	ENL/Bilingual Teacher		
C. Salazar	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
E. Baginska	School Counselor		
A. Winnicki	Superintendent		
	Borough Field Support Center Staff Member _____		
K. Robinson	Other <u>related Services</u>		
M. Caiafa	Other <u>ESL Teacher</u>		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14k120** School Name: **PS120**
Superintendent: **A. Winnicki**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. Preferred languages are reviewed using ATS reports and parent surveys. 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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. Currently, most parents prefer written and oral communications in English or Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All correspondence are translated for the school community. Some of the correspondence include newsletters, calendars, school event invitations, after-school and field trip permission forms.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Translators are provided for Parent-Teacher Conferences, Curriculum Evening, Orientations, Parent Workshops, and other parent meetings. Our administration, parent coordinator, SBST, attendance outreach, 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.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. Teachers have received the phone number for over-the phone interpretation. This number can also be found in the main office and in the SBST room.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Each school-year during a September professional development workshop, staff reviews the school's translation policies. They are provided with resources for translation. Before parent-teacher conferences teachers prepare and schedule translations. During a Monday, professional development translations and interpretation services are reviewed with all staff. Teachers have received the phone number for over-the phone interpretation. This number can also be found in the main office and in the SBST room.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school gathers feedback from parents via parent surveys, PTA meetings, and School Leadership Team meetings. The parent coordinator conducts surveys twice a year in order to gather family needs and strengthen the home-school connection. PTA meetings are held monthly, and PTA members are available to the parents. The School Leadership Team meets twice a month. The PTA members share at these meetings, the concerns of the school community.