



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: PUBLIC SCHOOL 120Q**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q120**

**PRINCIPAL: JOAN M. MONROE**

**EMAIL: JMONROE@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: DANIELLE DiMANGO**



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Joan M. Monroe	*Principal or Designee	
Bruce Adler	*UFT Chapter Leader	
Luz Rodgers	*PA President	
Caroline O'Shaughnessy	School Aide, DC 37 Representative	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Debra S. Fine	Assistant Principal, CSA Representative	
Brandi Seda	UFT Representative	
Ruby Ojeda	Parent	
Kah Lai Phang	Parent	
Michaëlle Jimenez-Dolne	Parent	
Lyssa Lam	Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**LITERACY – To engage all students in rigorous, performance-based tasks in Literacy aligned to curriculum units focused on the Common Core Learning Standards by June 2013.**

### **Comprehensive needs assessment**

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

**New York State ELA Scores for 2011 – 2012 have increased 3.5%. The Median Adjusted Growth Percentile for the school’s lowest third increased by 0.5%, while the Median Adjusted Growth Percentile decreased from 73.0 to 66.0. Currently, we are required to provide mandated ESL services to approximately 45% of our population.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
- **Continued participation in the Teachers College Reading and Writing Program including the implementation of all components of the Balanced Literacy model.**
- **Ongoing Profession Development in Literacy is provided by Network 205 to an upper grade teacher and a lower grade teacher, which is then turnkeyed to the P.S. 120 Instructional staff.**
- **Daily Literacy block including:**
  - **45-minute Reading Workshop**
  - **45-minute Writing Workshop**
  - **15 – 20-minute Read Aloud**
  - **15 – 20-minute Word Study, Spelling and/or Vocabulary Development**
- **Ongoing Professional Development provided by in-house Literacy Coach for all classroom teachers in Pre-K through Grade 5.**
- **Ongoing Professional Development through Teachers College. This Professional Development is differentiated to address the many aspects of Literacy as it pertains to different grades, special needs students and ELL students. Professional Development is aligned to the Common Core Learning Standards.**
- **Utilization of data (running records, conference notes, periodic assessments, TC assessments and standardized tests) to monitor**

progress and differentiate instruction.

- **Foundations Program used for all students in Grades K through 2.**
- **Wilson Program provided to at-risk students.**
- **Professional Development on Literacy performance task bundles to create plans for teaching and learning.**
- **Create protocols to collect and analyze student work.**
- **Saturday Language Expansion Program for ELLs.**
  - b) key personnel and other resources used to implement these strategies/activities
- **Two dual-licensed (ESL/CB) teachers participate in ESL Professional Development provided by Network 205.**
- **Contracts For Excellence (C4E) funds used to pay for Literacy Coach.**
- **Professional Development purchased through Teachers College (11 visits by one TC Staff Developer).**
- **Teachers/Administrators participate in Teachers College seminars.**
- **Teachers/Administrators participate in ongoing Professional Development in a variety of areas (ELLs, technology, etc.).**
- **Saturday Language Expansion Program for ELLs funded through Title III.**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

**An Instructional Cabinet with a representative from each grade (Kindergarten – Grade 5), as well as a Cluster Representative meets weekly with the P.S. 120 Administrative Team.**

d) timeline for implementation.

- **September 2012 – June 2013**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**We are anticipating reinstating a Parent Literacy Program during the Spring of 2013, implemented by our Parent Coordinator and our ESL Coordinator. We anticipate that parents will be provided with weekly language acquisition classes. Budget constraints have impacted on our ability to provide this service for the entire school year. Our staff continues to assist parents in becoming more involved and knowledgeable with regard to their children's educational program. Parents continue to be assisted with registration procedures and receive support to allow them to accurately complete school forms.**

**Parent involvement activities geared toward our multilingual population will continue. Family Literacy Nights have been expanded to other curriculum areas to support the school's effort in making sure that parents have the opportunity to actively participate in their children's education. Evening activities have been scheduled during the 2012 – 2013 school year. Our mission is to expand the communication skills of our students and their families.**

**A meeting was scheduled in September to acquaint newly arrived parents and their children to our school. A Curriculum Conference was held in late September during which time parents were invited to "Meet the Teacher" and listen to an overview of the programs offered to our children. In addition, support staff was introduced to parents to provide a clear picture of their roles and ensuring parents that their child's education is a priority.**

**State mandates and regulations are discussed in a general meeting and the structure, goals and methods of instruction employed by the ESL and bilingual teachers is thoroughly explained to all parents of children involved in such programs. Classrooms are opened to the parents so that they may view the curriculum in practice. Parents are encouraged to make appointments with the teacher if they wish further information. Oral and written translations for non-English speaking parents are available for all communications and during all meetings. The Parent Coordinator avails herself to all parents in the morning during arrival and in the afternoon during dismissal in a visible location at the entrance of the school.**

**Parent support services will be provided to all ESL parents, but in particular to our Chinese speaking parents by our Chinese bilingual Guidance Counselor. He will meet with parents individually and in groups. They will receive guidance and referral services to community based organizations. Children in our After School YMCA Program will receive extra support to supplement instruction given during regular school hours.**

**In an effort to build parent language independence and foster cultural awareness, our Parent Coordinator will take groups of parents on excursions. These 'field trips' will reflect cultural institutions that are tied to the cultural representation in our school building. Trips will be taken to the Museum of Chinese in the Americas, located in Chinatown. In addition, newly arrived parents will attend a trip to the Tenement Museum. This trip will help in the transition that many parents and their children are going through, having newly arrived here from China. Transportation and entrance fees will be paid for. The time frame for these trips will be in the early Spring. It is anticipated that each trip will contain 25 parents. Depending on our numbers, there may be multiple trips to both museums.**

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Funding has been allocated to allow P.S. 120 to maintain a full-time Guidance Counselor, as well as two part-time coaches—one for Literacy and one for Math. Two days of additional student support are provided through Project 25. All staff members have been trained in Respect For All. Bully Prevention Programs and Assemblies are provided as needed. Title III funding has allowed P.S. 120 to provide an Arts Residency to all students. We have a Saturday Academy to provide additional support to our second language learners. Strategic funding has allowed P.S. 120 to maintain two music teachers. We have both a school Band and school Chorus.**

**All of these additional supports and programs are instrumental in ensuring that our students thrive.**

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

**MATHEMATICS – To engage all students in rigorous, performance-based tasks in Mathematics aligned to curriculum units focused on the Common Core Learning Standards by June 2013.**

### **Comprehensive needs assessment**

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

**There was an overall increase of 5.1% in Mathematics scores from 2011 – 2012. In 2012, 83.9% of our students met or exceeded grade level expectations. The Median Adjusted Growth Percentile also increased by 4.5 points—from 64.5 in 2011 to 69.0 in 2012. The Median Adjusted Growth Percentile for the school’s lowest third also increased from 61.0 to 68.0 over the same period of time.**

**We continue to make progress in Mathematics. An item analysis of the State assessments indicates that our students require more instruction and experience in, and a deeper understanding of the language of Mathematics.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
- **Ongoing Professional Development in Mathematics is provided by Network 205 to an upper grade and a lower grade teacher, which is then turnkeyed to the P.S. 120 Instructional staff.**
- **Prescribe large blocks of time dedicated to comprehensive Mathematics instruction. During the 2012 – 2013 school year, the classroom schedule was designed to allow Mathematics to be taught ½ day, every day Monday through Thursday.**
- **Comprehensive Mathematics curriculum in addition to supplemental programs—Everyday Counts and Math Steps for all classrooms.**
- **Part-time Mathematics Coach. In addition to providing classroom instruction, Mathematics Coach provides ongoing Professional Development in data analysis, Common Core Standards, content and pedagogy.**
- **Additional Profession Development provided by the Network Mathematics Support Staff for all teachers.**
- **Utilization of data (Unit Assessments, Mathematics task bundles, Acuity results, Item Analysis of Standardized Tests) to identify**

**strengths, areas of need, monitor progress and differentiate instruction.**

- **Saturday Expansion Program in Mathematical language for ELL students.**

- b) key personnel and other resources used to implement these strategies/activities

- **Part-time Mathematics Coach.**

- **Ongoing Professional Development in-house, through Network Specialists and the DOE.**

- **Saturday Language Expansion Program for ELL students funded through Title III.**

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- **An Instructional Cabinet meets weekly to review instructional practices, expectations, curriculum and data providing feedback that influences both school-wide decisions and classroom practice.**

- **Administration and teachers review data regularly to monitor student progress, identify areas of need and opportunities for differentiation.**

- d) timeline for implementation.

- **September 2012 – June 2013**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**We are anticipating reinstating a Parent Literacy Program during the Spring of 2013, implemented by our Parent Coordinator and our ESL Coordinator. We anticipate that parents will be provided with weekly language acquisition classes. Budget constraints have impacted on our ability to provide this service for the entire school year. Our staff continues to assist parents in becoming more involved and knowledgeable with regard to their children's educational program. Parents continue to be assisted with registration procedures and receive support to allow them to accurately complete school forms.**

**Parent involvement activities geared toward our multilingual population will continue. Family Literacy Nights have been expanded to other curriculum areas to support the school's effort in making sure that parents have the opportunity to actively participate in their children's education. Evening activities have been scheduled during the 2012 – 2013 school year. Our mission is to expand the communication skills of our students and their families.**

A meeting was scheduled in September to acquaint newly arrived parents and their children to our school. A Curriculum Conference was held in late September during which time parents were invited to “Meet the Teacher” and listen to an overview of the programs offered to our children. In addition, support staff was introduced to parents to provide a clear picture of their roles and ensuring parents that their child’s education is a priority.

State mandates and regulations are discussed in a general meeting and the structure, goals and methods of instruction employed by the ESL and bilingual teachers is thoroughly explained to all parents of children involved in such programs. Classrooms are opened to the parents so that they may view the curriculum in practice. Parents are encouraged to make appointments with the teacher if they wish further information. Oral and written translations for non-English speaking parents are available for all communications and during all meetings. The Parent Coordinator avails herself to all parents in the morning during arrival and in the afternoon during dismissal in a visible location at the entrance of the school.

Parent support services will be provided to all ESL parents, but in particular to our Chinese speaking parents by our Chinese bilingual Guidance Counselor. He will meet with parents individually and in groups. They will receive guidance and referral services to community based organizations. Children in our After School YMCA Program will receive extra support to supplement instruction given during regular school hours.

In an effort to build parent language independence and foster cultural awareness, our Parent Coordinator will take groups of parents on excursions. These ‘field trips’ will reflect cultural institutions that are tied to the cultural representation in our school building. Trips will be taken to the Museum of Chinese in the Americas, located in Chinatown. In addition, newly arrived parents will attend a trip to the Tenement Museum. This trip will help in the transition that many parents and their children are going through, having newly arrived here from China. Transportation and entrance fees will be paid for. The time frame for these trips will be in the early Spring. It is anticipated that each trip will contain 25 parents. Depending on our numbers, there may be multiple trips to both museums.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding has been allocated to allow P.S. 120 to maintain a full-time Guidance Counselor, as well as two part-time coaches—one for Literacy and one for Math. Two days of additional student support are provided through Project 25. All staff members have been trained in Respect For All. Bully Prevention Programs and Assemblies are provided as needed. Title III funding has allowed P.S. 120 to provide

**an Arts Residency to all students. We have a Saturday Academy to provide additional support to our second language learners. Strategic funding has allowed P.S. 120 to maintain two music teachers. We have both a school Band and school Chorus.**

**All of these additional supports and programs are instrumental in ensuring that our students thrive.**

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

**To continue to expand upon the Citywide Instructional Expectations introduced during the 2011 – 2012 academic year, and in an effort to continue to positively impact the instruction in all classrooms, Administration will conduct a minimum of three (3) formative feedback cycles per teacher by June 2013, focusing on the Charlotte Danielson Effectiveness Framework, aligned to the selected DOE competencies, articulating clear expectations through the use of a rubric.**

**By June 2013, teacher effectiveness in the areas of Questioning, Coherent Instruction, Assessment and Engagement will improve, as evidenced through classroom visits, observations and student achievement data sources.**

#### **Comprehensive needs assessment**

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

**As we strive to increase the rigor in all classrooms, as required by the Citywide Expectations and the Common Core Learning Standards, teachers will become familiar with the anticipated new Teacher Evaluation, focusing on the Charlotte Danielson Effectiveness Framework which is aligned to the New York City DOE competencies.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- **Administrators will conduct short, frequent cycles of classroom observations and provide teachers with actionable feedback in a timely manner.**
- **Teachers will be provided with ongoing Professional Development focusing on the selected component of the Charlotte Danielson Effectiveness Framework for teachers.**
- **Teachers will be provided with the templates/rubrics that will be utilized by Administrators during classroom visits.**
- **Principal and Assistant Principals will continue to participate in ongoing Professional Development offered by the CFN and/or outside agencies.**

- **Building Administrators will schedule one-to-one conferences with teachers to provide feedback to teachers which will assist them in growing professionally.**
- **By June 2013, teacher effectiveness in the areas of Assessment and Instruction (3d), Designing Coherent Instruction (1e), and Using Questioning/Prompts and Discussion (3b) will improve as evidenced through classroom visits, observations and student achievement data sources.**

d) timeline for implementation.

- **September 2012 – June 2013**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**We are anticipating reinstating a Parent Literacy Program during the Spring of 2013, implemented by our Parent Coordinator and our ESL Coordinator. We anticipate that parents will be provided with weekly language acquisition classes. Budget constraints have impacted on our ability to provide this service for the entire school year. Our staff continues to assist parents in becoming more involved and knowledgeable with regard to their children's educational program. Parents continue to be assisted with registration procedures and receive support to allow them to accurately complete school forms.**

**Parent involvement activities geared toward our multilingual population will continue. Family Literacy Nights have been expanded to other curriculum areas to support the school's effort in making sure that parents have the opportunity to actively participate in their children's education. Evening activities have been scheduled during the 2012 – 2013 school year. Our mission is to expand the communication skills of our students and their families.**

**A meeting was scheduled in September to acquaint newly arrived parents and their children to our school. A Curriculum Conference was held in late September during which time parents were invited to "Meet the Teacher" and listen to an overview of the programs offered to our children. In addition, support staff was introduced to parents to provide a clear picture of their roles and ensuring parents that their child's education is a priority.**

**State mandates and regulations are discussed in a general meeting and the structure, goals and methods of instruction employed by the ESL and bilingual teachers is thoroughly explained to all parents of children involved in such programs. Classrooms are opened to the parents so that they may view the curriculum in practice. Parents are encouraged to make appointments with the teacher if they wish further information. Oral and written translations for non-English speaking parents are available for all communications and during all meetings. The Parent Coordinator avails herself to all parents in the morning during arrival and in the afternoon during dismissal in a visible location at the entrance of the school.**

**Parent support services will be provided to all ESL parents, but in particular to our Chinese speaking parents by our Chinese bilingual Guidance Counselor. He will meet with parents individually and in groups. They will receive guidance and referral services to community**

based organizations. Children in our After School YMCA Program will receive extra support to supplement instruction given during regular school hours.

In an effort to build parent language independence and foster cultural awareness, our Parent Coordinator will take groups of parents on excursions. These 'field trips' will reflect cultural institutions that are tied to the cultural representation in our school building. Trips will be taken to the Museum of Chinese in the Americas, located in Chinatown. In addition, newly arrived parents will attend a trip to the Tenement Museum. This trip will help in the transition that many parents and their children are going through, having newly arrived here from China. Transportation and entrance fees will be paid for. The time frame for these trips will be in the early Spring. It is anticipated that each trip will contain 25 parents. Depending on our numbers, there may be multiple trips to both museums.

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Funding has been allocated to allow P.S. 120 to maintain a full-time Guidance Counselor, as well as two part-time coaches—one for Literacy and one for Math. Two days of additional student support are provided through Project 25. All staff members have been trained in Respect For All. Bully Prevention Programs and Assemblies are provided as needed. Title III funding has allowed P.S. 120 to provide an Arts Residency to all students. We have a Saturday Academy to provide additional support to our second language learners. Strategic funding has allowed P.S. 120 to maintain two music teachers. We have both a school Band and school Chorus.**

**All of these additional supports and programs are instrumental in ensuring that our students thrive.**

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

**In an effort to build capacity and fulfill the requirements of the Citywide Instructional Expectations, all full-time, non-classroom teachers (Clusters and OTPs) will develop and implement a performance-based bundle reflective of their content area. By June 2013, approximately 30% of our students will be administered a content specific bundle fully aligned to the Common Core Learning Standards.**

#### **Comprehensive needs assessment**

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

**All students continue to participate in rigorous, performance-based tasks in Literacy and Mathematics which are aligned to the Common Core Learning Standards. As we strive to increase the rigor in all academic areas, cluster teachers will develop and implement a performance-based bundle reflective of their content area.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- **The Instructional Cabinet Cluster Representative researched various performance bundles across the grade levels via the Common Core Library.**
- **The Cluster Representative in conjunction with a Supervisor will conduct frequent meetings to address the following, as they pertain to the development of a performance bundle:**
  - **Pick content area**
  - **Review DOK (Depth of Knowledge)**
  - **Review UDL (Universal Design for Learning)**
  - **Discuss various resources to be included within the bundle (i.e., poems, articles, videos, songs, texts, etc.)**
  - **Create a timeframe for administration of individual performance bundles**
- **Clusters/OTPs will begin to develop their bundle, administer a pre-test, teach the unit, and administer a post-test.**
- **Clusters/OTPs will review, analyze and share the data they have collected with their colleagues.**

d) timeline for implementation.

- **September 2012 – June 2013**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**We are anticipating reinstating a Parent Literacy Program during the Spring of 2013, implemented by our Parent Coordinator and our ESL Coordinator. We anticipate that parents will be provided with weekly language acquisition classes. Budget constraints have impacted on our ability to provide this service for the entire school year. Our staff continues to assist parents in becoming more involved and knowledgeable with regard to their children's educational program. Parents continue to be assisted with registration procedures and receive support to allow them to accurately complete school forms.**

**Parent involvement activities geared toward our multilingual population will continue. Family Literacy Nights have been expanded to other curriculum areas to support the school's effort in making sure that parents have the opportunity to actively participate in their children's education. Evening activities have been scheduled during the 2012 – 2013 school year. Our mission is to expand the communication skills of our students and their families.**

**A meeting was scheduled in September to acquaint newly arrived parents and their children to our school. A Curriculum Conference was held in late September during which time parents were invited to "Meet the Teacher" and listen to an overview of the programs offered to our children. In addition, support staff was introduced to parents to provide a clear picture of their roles and ensuring parents that their child's education is a priority.**

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**that each trip will contain 25 parents. Depending on our numbers, there may be multiple trips to both museums.**

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Funding has been allocated to allow P.S. 120 to maintain a full-time Guidance Counselor, as well as two part-time coaches—one for Literacy and one for Math. Two days of additional student support are provided through Project 25. All staff members have been trained in Respect For All. Bully Prevention Programs and Assemblies are provided as needed. Title III funding has allowed P.S. 120 to provide an Arts Residency to all students. We have a Saturday Academy to provide additional support to our second language learners. Strategic funding has allowed P.S. 120 to maintain two music teachers. We have both a school Band and school Chorus.**

**All of these additional supports and programs are instrumental in ensuring that our students thrive.**

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

**ELLs (English Language Learners) – To continue to increase the listening, speaking, reading and writing skills of ELL mandated students. By June 2013, 7% of all mandated ESL students will increase their language acquisition by at least one proficiency level, as measured by the NYSESLAT Exam.**

#### **Comprehensive needs assessment**

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

**Most of our students enter P.S. 120 as English Language Learners entitled to mandated ESL services. Currently 67% of our new Kindergarten admits receive mandated ESL services; less than 1% of the aforementioned 67% constitute advanced learners.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups
- **Continued participation in the Teachers College Reading and Writing Program, including the implementation of the Balanced Literacy model.**
- **Ongoing Professional Development by the in-house ESL Coordinator focusing on the ESL methodologies and techniques.**
- **Ongoing Professional Development by the in-house Literacy Coach (New York State Dual-Certification—Common Branch/ESL).**
- **Extended Day Program for all mandated ESL students in Grades 3 through 5, designed to improve vocabulary and writing skills.**
- **English language classes for parents will be provided.**
- **Saturday Language Expansion Program offered to ESL students.**
- **Many classes taught by dual-licensed (ESL/CB) teachers.**
- **A six-week vestibule program offered to all newcomers—basic survival vocabulary.**
- b) key personnel and other resources used to implement these strategies/activities

- Professional Development offered in-house by the ESL Coordinator and in-house Literacy Coach.
- Two dual-licensed (ESL/CB) teachers participate in ESL Professional Development provided by Network 205.
- Saturday Language Expansion Program for ELLS.
- Eleven dual-licensed teachers (ESL/CB).
- One bilingual Chinese teacher.
- One ESL teacher.
- All ESL students will be participating in various Arts Residencies. Through dance and storytelling, our ESL students will be developing vocabulary, practicing listening, speaking and following directions, as well as improving their creative writing skills. The residencies selected meet and support New York State Arts Standards 1.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- An Instructional Cabinet Representative from each grade (Kindergarten – Grade 5), as well as a Cluster Representative meets weekly with the P.S. 120 Administrator.
  - d) timeline for implementation.
- September 2012 – June 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**We are anticipating reinstating a Parent Literacy Program during the Spring of 2013, implemented by our Parent Coordinator and our ESL Coordinator. We anticipate that parents will be provided with weekly language acquisition classes. Budget constraints have impacted on our ability to provide this service for the entire school year. Our staff continues to assist parents in becoming more involved and knowledgeable with regard to their children's educational program. Parents continue to be assisted with registration procedures and receive support to allow them to accurately complete school forms.**

**Parent involvement activities geared toward our multilingual population will continue. Family Literacy Nights have been expanded to other curriculum areas to support the school's effort in making sure that parents have the opportunity to actively participate in their children's education. Evening activities have been scheduled during the 2012 – 2013 school year. Our mission is to expand the communication skills of our students and their families.**

A meeting was scheduled in September to acquaint newly arrived parents and their children to our school. A Curriculum Conference was held in late September during which time parents were invited to “Meet the Teacher” and listen to an overview of the programs offered to our children. In addition, support staff was introduced to parents to provide a clear picture of their roles and ensuring parents that their child’s education is a priority.

State mandates and regulations are discussed in a general meeting and the structure, goals and methods of instruction employed by the ESL and bilingual teachers is thoroughly explained to all parents of children involved in such programs. Classrooms are opened to the parents so that they may view the curriculum in practice. Parents are encouraged to make appointments with the teacher if they wish further information. Oral and written translations for non-English speaking parents are available for all communications and during all meetings. The Parent Coordinator avails herself to all parents in the morning during arrival and in the afternoon during dismissal in a visible location at the entrance of the school.

Parent support services will be provided to all ESL parents, but in particular to our Chinese speaking parents by our Chinese bilingual Guidance Counselor. He will meet with parents individually and in groups. They will receive guidance and referral services to community based organizations. Children in our After School YMCA Program will receive extra support to supplement instruction given during regular school hours.

In an effort to build parent language independence and foster cultural awareness, our Parent Coordinator will take groups of parents on excursions. These ‘field trips’ will reflect cultural institutions that are tied to the cultural representation in our school building. Trips will be taken to the Museum of Chinese in the Americas, located in Chinatown. In addition, newly arrived parents will attend a trip to the Tenement Museum. This trip will help in the transition that many parents and their children are going through, having newly arrived here from China. Transportation and entrance fees will be paid for. The time frame for these trips will be in the early Spring. It is anticipated that each trip will contain 25 parents. Depending on our numbers, there may be multiple trips to both museums.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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**an Arts Residency to all students. We have a Saturday Academy to provide additional support to our second language learners. Strategic funding has allowed P.S. 120 to maintain two music teachers. We have both a school Band and school Chorus.**

**All of these additional supports and programs are instrumental in ensuring that our students thrive.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>➤ Guided Reading</li> <li>➤ Scaffolded Read Aloud</li> <li>➤ Interactive Writing</li> <li>➤ Grammar Usage</li> <li>➤ Shared Reading &amp; Writing</li> <li>➤ Use of Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>➤ One-to-One</li> <li>➤ Small Group</li> <li>➤ Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple times throughout each instructional day</li> <li>➤ During Extended Day</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>➤ Problem Solving aligned with CCLS</li> <li>➤ Building Math Vocabulary</li> <li>➤ Math Games</li> <li>➤ Using Math Manipulatives</li> <li>➤ Use of Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>➤ Small Group</li> <li>➤ Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple times throughout each instructional day</li> </ul>
Science	<ul style="list-style-type: none"> <li>➤ Science Vocabulary Development</li> <li>➤ Using nonfiction texts to support Science inquiry and exploration</li> <li>➤ Use of Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>➤ Small Group</li> <li>➤ Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple times throughout each instructional day</li> <li>➤ During Extended Day</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>➤ Social Studies Vocabulary Development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Small Group</li> <li>➤ Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple times throughout each instructional day</li> <li>➤ During Extended Day</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Using nonfiction texts to support content-based standards aligned with CCLS</li> <li>➤ Use of Thinking Maps</li> </ul>		
At-Risk Services (Counseling by Guidance Counselor & Youth Coordinator)	<p>Use of “Life Skills” to address:</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Communication</li> <li>• Social Skills</li> <li>• Drug &amp; Alcohol Prevention</li> <li>• Violence Prevention</li> <li>• Anti-bullying</li> <li>• Character Development</li> </ul>	<ul style="list-style-type: none"> <li>➤ One-to-One</li> <li>➤ Small Group</li> <li>➤ Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multiple times throughout each instructional day</li> <li>➤ During Extended Day</li> </ul>

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

**All teachers at P.S. 120 are highly qualified.**

**P.S. 120 receives many resumes throughout the year. These resumes are sorted and filed by license area. The Teacher Finder support service on the DOE website is utilized as well to search for resumes. When a vacancy arises, all resumes are reviewed by the Hiring Committee. When appropriate, candidates are called in to interview.**

**Since we have such a large ESL population, where possible, P.S. 120 aims to hire teachers who possess an ESL license along with a Common Branch and/or Early Childhood license.**

**P.S. 120 attracts highly qualified teachers by using a rigorous interview process:**

- **Utilize the Open Market search for candidates**
- **The Principal and Assistant Principals formulate interview questions**
- **Candidates meet with Principal and Assistant Principals for interview**
- **Satisfactory candidates are required to give a demonstration lesson with students from P.S. 120**

**P.S. 120 maintains highly qualified teachers by:**

- **Providing a collaborative environment where Professional Development training, administrative support, and the empowerment of teacher leaders within the school are at a constant, teachers and support staff are continuously encouraged and supported individually and when working in collaborative teams.**

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. 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. 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, Parents' 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 Parents' 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 Parents' Association, and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills,
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator (or a dedicated staff person) 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 on or before December 1<sup>st</sup> of 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,
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

- holding an annual Title I Parent Curriculum Conference,
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year,
- encouraging meaningful parent participation on School Leadership Teams, Parents' Association and Title I Parent Committee,
- supporting or hosting Family Day events,

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents,
- encouraging more parents to become trained school volunteers,
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress,
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress,
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

- conducting Parent-Teacher Conferences each semester during which the individual child's achievement will be discussed, as well as how this Compact is related,
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians,
- 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),
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community,
- supporting parental involvement activities as requested by parents,
- 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,
- 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 to learn more about teaching and learning strategies whenever possible,
- take part in the school's Parents' 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.

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

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>120</b>
School Name <b>type here</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Joan M. Monroe</b>	Assistant Principal <b>Francine Marsaggi, Debra Fine</b>
Coach <b>Brandi Seda</b>	Coach <b>Peggy Kump</b>
ESL Teacher <b>John Barone</b>	Guidance Counselor <b>Di Wu</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Martha Cardensa</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Peggy Miller</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>12</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>7</b>		

### D. School Demographics

Total number of students in school	<b>804</b>	Total Number of ELLs	<b>280</b>	ELLs as share of total student population (%)	<b>34.83%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

#### Part II: ELL Identification Process

We identify English Language Learners through the following procedures. During the screening process if the home language is English, the student is not a LEP and enters a general education program. If the home language is other than English, a pedagogue assists the parent with the Home Language Identification Survey (HLIS), and then conducts an informal interview both in the native language and English. The interview is conducted by the following licensed pedagogues: Joan M Monroe (Principal), Francine Marsaggi (Assistant Principal), Debra Fine (Assistant Principal), and John Barone (ESL Teacher). If the student speaks a language other than English and speaks little or no English, an initial assessment is conducted using the LAB-R within the first ten schooldays in order to provide services promptly. If a student is identified as an ELL and their first language is Spanish, we administer the Spanish LAB-R to learn their language proficiency within the first ten school days given. The following ESL licensed pedagogues administer the LAB-R and Spanish LAB-R: John Barone (Spanish, ESL Teacher), Pei Pei Kuo (ESL Teacher). If the student scores at beginning, intermediate or advanced level the student is identified as a LEP. If the student scores at a proficient level, the student is identified as a non-LEP. Following the exam the LEP student is placed in one of the following programs: Freestanding ESL or Bilingual Education. Exams are hand-scored in order to provide immediate information for class placement and differentiated instruction. Parents of students who are transfers from within NYC do not fill out a new Home Language Identification Survey (HLIS), exam history is researched on ATS immediately to determine eligibility for ESL services. Transfers from within NYS may have a NYSESLAT score, an ESL teacher will call the previous school to inquire. We evaluate each LEP through the NYSESLAT annual evaluation and prepare for the exam in the following way. First, the students are provided test prep materials to familiarize themselves with the structure of the test. We then create a four week schedule to go over test prep strategies in all the modalities. We then hold a NYSESLAT training for staff members in order for them to be informed of any changes to the test and to learn new methods to successfully teach the students. Services are continued if the student scores at the beginning, intermediate or advanced level. A proficient level indicates the student is not LEP and enters a general education program.

We make sure that all ELL parents understand their options by doing the following. An entitlement letter is sent to the parent in their native language indicating their child's LAB-R score. The letter explains the following three programs that NYC offers the parent: Transitional Bilingual Education, Dual Language, and Freestanding ESL. The letter is sent within the ten day allotted period to administer the LAB-R to the newcomer. The parent is given three dates to view the orientation video explaining all three programs in their native language. The availability of these dates are embedded into the school schedule. Opportunities are offered every Tuesday and Friday of the month in the morning at 8:00 and the afternoon at 1:00. There are at least two licensed ESL pedagogues to answer parent questions and explain their options: John Barone (Spanish), Pei Pei Kuo (Chinese).

P.S. 120 ensures that communication with the ELL parent is prompt and understandable. Entitlement letters are downloaded in different languages from the Office of ELLs web-site and are distributed by the ESL coordinator, John Barone, as soon as the students have been identified as ELLs. The translated entitlement letters ensure that the parents are aware of their child's LAB-R score, the programs offered by NYC, the people to contact for further assistance, and the three dates to view the orientation video. The parent surveys are

filled out by the parent at registration with assistance from a staff pedagogue that speaks the parents' native language. Program selection forms are filled out by the parent after viewing the orientation video, where they can make an informed decision on where their child will be most successful. If the parents do not attend the meeting a placement letter is sent to the parent informing them that their child has been placed in the Transitional Bilingual program, where applicable. A Freestanding ESL program is the school's next option if there are not fifteen or more students in consecutive grades to form a Transitional Bilingual program as per parent selection forms. The school will continue to make attempts to reach the parents through various school events like Parent Teacher Conferences and other night events. Also, phone calls will be made reminding them to come and view the video. The entitlement and placement letters are maintained in the ESL coordinators' office. The letters are organized by class and kept in envelopes. They are stored in boxes in the back closet of the office.

The criteria used to place ELL students in programs follows the NYC Department of Education policy, Title III of the No Child Left Behind Act, Title VII of the Bilingual Education Act and Title VI of the Civil Rights Act of 1964. Once the student has been identified as an ELL, we take into account the different languages, cultures, education levels, abilities, and amount of time spent in English speaking school systems. We look at the program selection form and try to honor the parents' first choice. We speak to the parent during the orientation meeting and try to fill in the gaps on any question that arises. Once the child has been placed, a placement letter in the parents' home language is sent informing them of the program the child is in. If the parent would like to discuss the placement, they are free to call the number provided and speak to a school official who speaks their native language.

The Parent Selection Forms are the basis for our ELL programs. After reviewing the Parent Selection Forms over the past three years, the trend shows that the number of parents who prefer the Freestanding ESL program is steadily decreasing. In the year 2009 to 2010 46% of the parents chose the Freestanding ESL program, 17% chose the Chinese Bilingual program, and 38% chose the Dual Language program. In the school year 2010 to 2011, 20% of the parents chose the Freestanding ESL program, 44% chose the Chinese Bilingual program, and 35% chose the Dual Language program. In the current school year 2011-2012, 17% chose the Freestanding ESL program, 39% chose Chinese Bilingual, and 44% chose the Dual Language program. There has been enough interest to form one Chinese Transitional program in kindergarten over the past three years. In the past three years there has been an increasing interest in a Chinese Dual Language program.

We honor our parents' choices and respect their requests when possible. Our Freestanding ESL and Transitional Chinese Bilingual programs are aligned with what the parents request. We have seen a spike in parents requesting the Dual Language program. We currently are not aligned to offer this program due to funding and time constraints.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

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

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

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	25	0	0	0	0	0								25
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	25	0	19	39	46	37								166
<b>Push-In</b>	13	52	24	0	0	0								89
<b>Total</b>	63	52	43	39	46	37	0	0	0	0	0	0	0	280

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	280	Newcomers (ELLs receiving service 0-3 years)	248	Special Education	16
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	25	0	0	0	0	0	0	0	0	25
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	232	1	0	16	0	6	0	0	0	248
<b>Total</b>	<b>257</b>	<b>1</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>273</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	25													25
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
<b>TOTAL</b>	<b>25</b>	<b>0</b>	<b>25</b>											

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2		7	5	3	1								18
Chinese	33	47	30	31	40	36								217
Russian														0
Bengali					1									1
Urdu		1	2	1	2	2								8
Arabic														0
Haitian														0
French														0
Korean		1		1										2
Punjabi														0
Polish														0
Albanian														0
Other	3	1	4	1										9
<b>TOTAL</b>	<b>38</b>	<b>50</b>	<b>43</b>	<b>39</b>	<b>46</b>	<b>39</b>	<b>0</b>	<b>255</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Part IV: ELL Programming and Scheduling

P.S. 120 offers three models of instruction, Self-Contained classrooms, Push-In service, and Streaming. Our Self-Contained classes are formed through a heterogeneous grouping in all grades kindergarten to second. Our Push-In service consists of one teacher, Pei Pei Kuo,

## A. Programming and Scheduling Information

who services grades kindergarten to second. She works collaboratively with the classroom teacher to provide instruction aligned with all subject standards. In grades three to five ESL students are serviced by going to an ESL teacher during one of the three literacy blocks, or by receiving instruction by their ESL licensed classroom teacher.

The ESL coordinator ensures that the mandated number of instructional minutes is provided in each program. The instructional minutes for students mandated for 360 minutes a week are met by selecting the beginning and intermediate students and placing them in a Self-Contained classroom, in grades kindergarten to second with a dual licensed ESL/CB teacher for the whole day. The advanced ELLs receive their mandated 180 minutes a week by having a Push-In teacher go into the mainstream classroom and work with students using ESL strategies. In grades three to five a portion of our ELL's are placed in a mainstream classroom and are Streamed five days a week for two periods a day, in order for them to receive either the 360 or 180 minutes of mandated services. The remaining ELL's in these grades receive their mandated minutes by having an ESL teacher in their classroom, which is also composed of non ELL's. The students are receiving their 25% native language support through the use of native language books, glossaries, dictionaries and linguistic grouping. Teachers encourage students who speak two languages to translate information whenever possible. Teachers who speak the student's native language also use the first language to support the second. Our kindergarten Chinese Transitional Bilingual classroom provides the students with their mandated minutes by having a licensed bilingual teacher provide instruction in Chinese and English the entire day. The students receive 60% of instruction in their native language and 40% in English. As the student's English proficiency increases, more time is spent teaching the students in English. At the intermediate stage there is a 50% split between English and the native language. At the advanced level English is taught 75% of the time and 25% in the native language.

The content areas are delivered in each program model by using the six types of scaffolding techniques which include modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. Teachers at P.S. 120 use these techniques in the following ways. When modeling, our teachers demonstrate what they want the student to do first, or complete the task together. When teachers use bridging as a technique, they allow students to access their prior knowledge in order to make a connection to the current lesson. Through contextualization, our teachers provides visual support that the student can understand when language is not enough. Schema building is critical when learning a new concept for the first time. Our teachers allow students to preview information by using graphic organizers to gather information in pieces in order to understand the whole. When using text re-presentation, students get an opportunity to use academic language by presenting it in another fashion either orally or in written form. Our teachers show the students how to use metacognition by teaching them multiple strategies that they can apply when performing a task. The students are allowed this ability because the teachers have taught strategies within the scaffolding techniques that students can rely on.

In order to foster language development and retention we cater to the individual learning styles of the students. Teachers will assess what modality the student learns best from, either visual, auditory, or tactile, and they use this in their presentation of information during classroom lessons.

In order to ensure that ELLs are appropriately evaluated in their native language we have bilingual teachers proctor examinations. For the Spanish LAB-R a bilingual pedagogue administers the exam. For state examinations in math and science, we have bilingual pedagogues proctor the exam.

We differentiate instruction for ELL subgroups through the following programs and strategies. The school supports SIFE students by first informing the classroom teacher that the student has had interrupted formal education. The child is then afforded all the services that a Long Term ELL would receive, which includes the Saturday test prep program, and small group instruction with the F-Status provider. The student is also taught in their native language, where applicable. We understand that a SIFE student can have intensive social and emotional needs. They can show withdrawal or display aggressive behavior in the classroom. Therefore, we provide guidance services to help the student get adjusted to his/her new environment.

In addition to their 360 mandated minutes, we offer the newcomers a six-week vestibule program in grades K-5. These students are introduced to basic survival vocabulary and important phrases like, "Can I please go to the bathroom?" The program also involves touring the school to make sure they know important areas while learning English. Once the six weeks have been completed, we start a new cycle that includes newcomers that arrived during the previous cycle. We structure our program in cycles in order to keep the class size small.

In the classrooms, newcomers are made to feel welcomed by celebrating their culture and encouraging the students to speak their own

## A. Programming and Scheduling Information

language. In our Chinese Transitional Bilingual program, Chinese culture is celebrated through visual presentations. In all Self-Contained ESL classes the rooms are labeled with words that can support the acquisition of English.

Our teachers work with the newcomers in small groups by first teaching them after the mini-lesson, and then reteaching the students who are more independent. A balanced literacy program is used with newcomers so they can learn the language Top-Down as well as Bottom-Up. Teachers develop writing skills by giving the newcomers sentence starters and closed sentence activities. The newcomers participate in cooperative learning groups so they will not feel ostracized. In these groups the newcomers feel a sense of contribution as they work with their fellow classmates on producing the final product. In addition, each of the ELL classrooms has multi-cultural libraries that allow the students to continue reading in their first language.

In grades three to five state exams are given to ELLs. Our plan for ensuring that the ELLs identified as having been in a NYC school for over a year is to prepare them for the rigors of the exams. We do this in following ways. The first is in the classroom, where they are exposed to the rigorous standards that they are held accountable to meet. The second is through an intensive test prep program opened to ELLs on Saturdays. We allow current and former ELLs to participate in ELA, Mathematics and NYSESLAT test prep programs taught by licensed ESL teachers. In these lessons the ELL teachers familiarize the ELLs with the format of the test in order for the ELLs to use metacognitive strategies. During the week, test prep is also conducted, as the ELLs are broken-up into groups and taught strategies to pass the test. We also plan on having an F-Status teacher, Maria Flaherty, working with the ELLs several days a week in small groups. Our third solution is to only include ELLs in grades three to five in the extended day sessions where they develop writing skills in the content areas. The work is grade appropriate but differentiated instruction is used to reach the ELLs according to their level. Our last strategy is to build reading and writing skills through grammar during the schools SPARKLE period. In this twenty-five minute block, teachers use the Academic Workout book to improve grammar skills that incorporates the four modalities of language acquisition.

For potential Long Term ELLs in years four to six, and Long Term ELLs who have completed year six, we recognize that these students lack background knowledge and academic vocabulary. For both sub-groups the instructional decisions that have been made are to build these deficiencies through a district initiative addressing academic language. Our school created an Early Bird program utilizing the Comprehension Tool Kit. With this program, students worked on developing academic vocabulary and phraseology through non-fiction texts. Due to funding we may not be able to offer this program. The use of the Language Experience approach is also a strategy used to build background knowledge in both sub-groups. Through this method ELLs attend class trips to museums, parks, and other curriculum warranted places.

For ELLs identified as having special needs we have provided training to ELL providers that service ELLs with an IEP. By instructing them in the use of SESIS they can access and then follow their IEP by examining the goals that have been given to each student. They also use SESIS to record attendance, ensuring they have serviced their students. We collaborate with the special education provider, the SETSS teacher, Felicina Cabrera, the integrated co-teaching classroom teachers, Nicole Curcio, Chrisoula Miroulis, Christopher Shea, and Andrea Demetropoulos, as these goals will ask in many cases for ESL methodology to be used. We also ensure that the testing modifications are followed when administering all exams including the state and city examinations.

At P.S. 120 several effective strategies are implemented in the classroom by teachers of ELL-SWDs to assist the individual learning styles, and provide success to all these students. They use a multi-modal approach, visual, auditory, kinesthetic and tactile, for optimum success and modify expectations based on students' needs. The teachers provide alternative assignments, and break down long assignments into smaller sequential steps, numbering and sequencing the steps in a task. They limit the number of concepts as well, presenting them one at a time. They can also allow students to use manipulatives, computers, and calculators to understand concepts being taught. Teachers will explain their learning expectations to the student before beginning a lesson and provide a model of the end product. They also provide written and verbal directions with visuals if possible, at times highlighting the key points within the written directions to alert the student's attention.

P.S. 120 strives to meet the needs of ELL-SWDs within the least restrictive environment. In order to meet the needs of grade level curriculum we look at their IEP's, focusing on their present levels of performance and goals in order to understand their diverse needs. By understanding that all students learn differently we can assess which learning style hones in on their strengths and develop lessons that cater to them. In 2009-2010 we formed a kindergarten integrated co-teaching classroom in which our ELL-SWD could be instructed within a general education classroom alongside their nondisabled peers. Seeing that this setting produced positive results in the academic

## A. Programming and Scheduling Information

and language growth of our ELL-SWD, we then formed an additional kindergarten ICT classroom and a first grade in 2010-2011. In the current school year of 2011-2012 we have continued to grow our ICT classes by not only continuing grade first and second, but adding a third and fourth grade class.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

The intervention programs offered to the ELLs for ELA and content area study begin with small group differentiated instruction with an F-status teacher. Throughout the year the ELLs work on specific areas of state mandated exams to increase their knowledge base on test directives and terminology. Our second intervention involves using the Comprehension Tool Kit. Last year, through our Early Bird program, ELLs were taught grade standard social studies content by increasing their understanding of content vocabulary and background knowledge. Both these programs are offered in English. The Early Bird program is contingent on funding.

Our transitional support for ELLs reaching proficiency on the NYSESLAT is to continue to include them in our Saturday test prep program in grades three to five. Also, we include second graders in an Indian dance residency, where former ELLs are involved in cultural diversity and a grade assembly culminates the experience.

At P.S. 120 we do everything possible to prevent Long Term ELLs (LTE). We are working on ways to improve how we teach ELLs in years 4-6 by considering new programs aimed at improving ELLs at risk for reading problems. The Response to Intervention program (RTI) has the potential to affect change to ELLs by requiring the use of research based practices based on specific individual needs.

We continue to evaluate programs and search for better ways to improve language acquisition. This year we have discontinued our Ballroom dance residency due to a lack of funding. Our Passwords program that was held during the extended day period will be replaced by a more rigorous writing program that keys in on building academic language.

Our school has a thirty-five percent ELL population. The majority, if not all the programs that our school offers is geared for the ELL population. The Early Bird, Saturday test prep, and the F- Status programs are all designated for all ELL sub-groups only. This year the school continues to use the Imagine Learning English software program. ELLs in grades kindergarten to five participate in this program in school. This researched based program allows the student to work at their pace and ability level. The students get additional help through the programs ability to provide first language support. Teachers can follow the progress through assessments that the students complete.

Currently we have purchased eleven new Smart Boards to be installed in classrooms with ELL's for grades kindergarten to fifth. The Smart Boards provide access to the internet in order for teachers to scaffold strategies like modeling and contextualizing. Classroom libraries continue to be replenished with appropriate reading level books in all ELL classrooms. We also purchased books in multiple languages to encourage and support newcomers. We have also purchased a class set of laptops with RESO-A funds and plan on installing the Imagine Learning English software, as another way to support ELLs.

In our Chinese Transitional Bilingual program native language support is delivered by teaching the students sixty percent of instructional time in the native language. The students are encouraged and expected to use their first language in their production of work. We have a Chinese bilingual guidance counselor, Di Wu, and a Chinese bilingual school psychologist, Suhong Chen, who helps the ELLs with emotional or behavioral problems that may occur. We also have a Chinese bilingual social worker, Tina Lin, who works one day a week supporting parental needs.

In our Self-Contained ESL classes, teachers teach the ELLs in English only but first language support is used whenever possible. Our Chinese speaking staff supports the students by translating what teachers are saying and the expectations of both the school and teachers.

This year in order to support our ELLs we restructured our literacy block by departmentalizing in grades three to five. In third grade ELL students who are not in self-contained travel to the ESL classroom for periods one and two. The fifth grade non self-contained ELLs travel to their ESL provider for periods three and four. The fourth grade non self-contained ELLs receive ESL instruction in periods five to six.

Upon their arrival the ELLs are placed in their grade according to their age. The appropriate language level of the student determines the services, support and resources. After assessing their reading and writing levels, appropriate materials, such as leveled books, are provided to the student, and differentiated instruction is utilized by the classroom teacher. In the classroom the students are provided with books in their native language so that their native language reading skills continue to be fostered.

P.S. 120 strives to make the newcomer feel welcomed when they enter the school. We offer a vestibule program that allows the newcomer to get familiar with their new surroundings. Another activity that helps the newcomer feel welcomed is introducing the child to staff members that speak the same language. It is our hope that the child will understand that if they need to communicate in an urgent manner, there are people here to assist them. Our ESL classrooms are filled with native language books and dictionaries in English/Native language that helps the child feel comfortable as they get accustomed to their new environment.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and Support for School Staff

P.S. 120 provides many opportunities for the ESL teachers to learn the latest methodology. Teachers receive training from both the ICI and QTEL institutes, and attend content area and literacy workshops. T.C. is the literacy component that our school follows, and staff developers visit our school to train our staff. Teachers also attend workshops at T.C. throughout the year. The ESL teachers are instructed how to use the T.C. methods with ELLs and lend support with strategies. Professional development is conducted in school. Our ESL coordinator holds training in NYSESLAT test prep strategies for ELL teachers, and keeps the staff abreast on the latest initiatives. Our TESOL certified literacy coach and our math coach also hold workshops throughout the year on various topics. Through an on-line community ARIS, inquiry teams were formed to improve student outcomes and develop teacher capacity. The teachers create long term SMART goals to meet the needs of students in small groups. Team members can also reflect, share, and document their work through this forum. The research is then presented to the staff on Chancellor's Conference Day as a culmination of the study.

The school also provides training to teachers of ELL students who are transitioning from elementary school into middle school. The teachers are given workshops by the guidance counselor on the various forms the teachers and students need to fill out. Procedures are gone over with the teachers who are recommending ELL students to specialized programs or schools. Teachers are aware of the translation help that is available from the guidance counselor (Chinese) or the parent coordinator (Spanish) if parents do not adhere to the deadlines.

At P.S. 120 we have recruited and trained qualified and certified staff to service LEP/ELL students. For the non-ESL staff members, they receive their mandated 7.5 hours of professional development, and our special education teachers receive their mandated 10 hours, as per Jose P. They attend ELL workshops during Election and Chancellor's Conference day, both outside and in the school building and through our ELL literacy coach, Brandi Seda. Faculty conferences are given in which the School Assessment Team discusses the importance of bilingual evaluations for students so that appropriate instruments are used. Our licensed ESL Assistant Principal, Francine Marsaggi, holds cluster meetings twice a month with content area teachers to develop them professionally. Also, the districts support specialist, Guivela Leisengang, provides information and informs the staff on trends and ways to support our ELLs.

## E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement

P.S. 120 is heavily involved in supporting the parents of the community. We hold PA meetings, both during the day and the evening, where updates are shared. The PA also discusses ideas for possible fundraisers that can pay for activities held in the school. They assist in school events like our Oktoberfest celebration and picture day. We provide the parents with opportunities that allow them to know how their child is fairing and how to support them. We accomplish this through workshops that are held to go over ARIS and state exam format and strategies. We also have Mommy and Me workshops that are held once a month on Mondays in the afternoons for all of our pre-kindergarten families, led by the pre-kindergarten social worker. In September we hold, Meet the Teacher sessions, in order for the parents to familiarize themselves with the grades curriculum. We distribute progress reports three times a year to inform the parents on their children's performance.

Meeting the needs of our parents is crucial and we recognize that adult English classes are essential. We provide the parents of the community three classes a week to learn English. The classes begin at 8:00 a.m., on Wednesday through Friday. Instruction is given by John Barone, a dual licensed ESL teacher who is also bilingual in Spanish.

Our bilingual Spanish parent coordinator Martha Cardenas, is easily accessible to the parents by either e-mail, cell phone, or on the spot appointments. She is also in touch with OFEA, which provides her with professional development sessions and events that parents can attend throughout NYC.

The school also has the YMCA program. The YMCA supports the parents by inviting them to special performances where community spirit is created. Through this venue parents get the opportunity to converse with one another on neighborhood issues.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	50	24	11	11	11	10								117
Intermediate(I)	3	15	9	14	9	18								68
Advanced (A)	10	13	23	14	26	9								95
Total	63	52	43	39	46	37	0	0	0	0	0	0	0	280

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>	9	5	4	4	6	6							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I	18	4	6	9	8	16							
	A	18	19	17	18	11	24							
	P	3	19	16	15	8	8							
READING/ WRITING	B	16	9	11	11	8	15							
	I	18	11	16	9	17	23							
	A	14	27	16	26	8	16							
	P	0	0	0	0	0	0							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	22	13	0	49
4	12	13	7	0	32
5	25	24	3	0	52
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	11	4	24	10	5	1	57
4	0	1	07	6	13	13	4	3	47
5	1	5	11	6	12	20	2	5	62
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	7	11	7	4	4	38
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The early literacy skills of our ELLs are assessed through TCRWP. This is administered to students in grades kindergarten through fifth. We assess these students with these tools to determine their reading levels. By determining these reading levels we can see what they are deficient in and create lessons to address their individual needs. The data reveals the growth of the individual students as the assessment is done three times throughout the school year.

We are now able to review and analyze the data patterns for our school. The LAB-R pattern indicates that newcomers are arriving with limited or no English skills. In grade kindergarten through grade five, 76% scored at the beginner proficiency level, 10% scored at the intermediate level, and 14% at the advanced level. The data reveals that the beginners and the intermediates are mandated to 360 minutes of instruction comprised of eight periods a week. The advanced are mandated to 180 minutes of instruction comprised of four periods a week. The data also reveals that a majority of our new admits are newcomers.

According to the 2011 NYSESLAT, the following information was revealed which will impact instruction in the 2011-2012 school year. Across grades in the Listening/Speaking modality the highest percentage of students fell within the advanced or proficient level. Research supports this data that indicates that students at a young age acquire English proficiency faster than older students. Analysis of the first grade showed the highest gains in proficiency. This indicates that the first graders are on track to reach proficiency by their third year, which follows New York City's progression of exiting out of ESL within three years. The data demonstrated that the highest number of intermediates were in the fifth grade, which comprised of 22% newcomers. The possible trend is that the highest number of new ELL admits are entering in the upper grades.

These results effect instructional decisions by having us look at the models we are using, and finding ways of improving them. It is an opportunity for teachers to reflect on their practice and ask questions such as, are we allowing students to respond to open or closed questions? Are follow-up questions asked, or do teachers feel it is too rigorous a task? Is cooperative grouping used, and if so, how and when is it used? Are read alouds done every day, and if so, are students asked to jot notes or show accountability by turning and talking? Our instructional decisions can then be made with the goals of teaching the students how to discriminate among the distinctive sounds in the new language by using TPR, recognizing stress and rhythm patterns, recognizing typical word-order patterns, recognizing basic syntactic patterns, and detecting sentence constituents, such as subject, verb, object, and prepositions. The teachers can also build their vocabulary while teaching them how to use contextual clues to determine the meaning of unfamiliar words. This is accomplished through a balanced literacy program of shared reading/writing, Foundations, read aloud, and the T.C. Reading and Writing program.

In the Reading/Writing modality the highest number of students scoring in the advanced level was found to be in first grade. These students may have benefitted from an academic year in which they acclimated to their school environment to acquire English proficiency. Also we noted that across grades the majority of ELL students, forty-two percent, scored at the advanced level in Reading/Writing. The trend that is seen indicates that more students will reach the proficiency level on the 2012 NYSESLAT. This leads to looking at ways we can continue to improve our instruction through reviewing new research and reevaluating our current programs. An example of this is by looking at protocols examined by QTEL to increase the development of academic language. Also, teachers must reflect on how they are building background knowledge and if they are doing enough. For example, are they practicing the Language Experience Approach? Are they

allowing for students to make connections and build on what they already know? In addition, our pedagogues need to pay close attention and administer the SIFE questionnaire in order to determine if this population is growing in our school.

The pattern in our kindergarten Chinese bilingual program indicates that two thirds of the students are transitioning into a general education program. The remaining of the students scored between the intermediate or advanced level, with the highest percentage of these falling within the advanced level. All of the beginners in this class demonstrated gains in English proficiency which allowed for them to move up by at least one level. This data reveals that the bilingual program is succeeding in its goal of producing proficient bilingual students. Its success rate validates research that students learn a second language when their first language is taught.

It was noticed that in the 2010-2011 school year the number of students taking the content area examination in their native language increased. In mathematics of the sixty eight students who took the examination in their native language in grade three to five, forty-three scored at a Level 3, for a percentage of sixty-three. This may indicate that these students are entering the school with mathematical skills from their native country. Of the ninety one ELL's in grade three to five who took the math examination in English, sixty-six percent scored at a Level 3 or 4. These numbers indicate that ELL students are demonstrating acquisition of academic vocabulary. Seventy five percent of the fourth grade ELL students who took the science examination in English scored at a Level 3 or 4, while sixty-one percent of the ELL's taking the test in their native language scored at a Level 3 or 4. The data reveals that the ELL students are developing their academic vocabulary. We will continue to develop the academic vocabulary of our ELL population through content area writing during extended day.

In 2007-2008, P.S. 120 participated in the reading portion of the ELL periodic assessment. The teachers and administrators reviewed the results and found that ELLs were lacking inference skills. The school took action by identifying 16 students that needed intervention. The students were grouped in fours, and participated in a 3 month extended day program that focused on improving this skill. A team was formed consisting of 3 coaches, and the ESL coordinator. The team used stories that captured the use of inference, and began building the students' background knowledge that would support this skill. The classroom teachers used the assessments to form small groups and worked on particular skills that were lacking. They also practiced those skills during ELA and NYSESLAT test prep activities. P.S. 120 did not participate in the 2010-2011 ELL periodic assessment.

Through the Periodic Assessments we can see the ELLs weaknesses and strengths. The school tailors their instruction by utilizing the students' strengths to work on areas that need improving. For example it has been noted that inferencing, identifying main idea, and summarizing are areas of deficit for ELLs. Teachers will therefore focus their instruction on building these skills. Whenever possible native language support is used to make content comprehensible. This is done by pairing the ELL student with a common native speaker who is more proficient in English. In ELL classrooms native language support is given by the availability of bilingual dictionaries and native language classroom libraries. Technology enrichments, such as the Smart Board, allow the teacher to access the internet and obtain instructional materials for L1, L2 transfer to occur.

P.S. 120 evaluates the success of its programs for ELLs by using the CARE instrument to evaluate our LAP continuously throughout the school year. It allows us to see how the LAP is implemented and major steps toward maximizing the services for ELLs. We will use the instrument throughout the year by in-house and external teams to ensure that the classes are participating in a rigorous program that develops language in all areas of study. In the Kindergarten Chinese Transitional Bilingual class the teacher will spend 60% of instruction in their native language and 40% in English. As the student's English proficiency increases, more time is spent teaching the students in English. At the intermediate stage there is a 50% split between English and the native language. At the advanced level English is taught 75% of the time and 25% in the native language. We evaluate success by determining if the students are developing greater fluency in English through the use of data from multiple assessments. In the Freestanding ESL program we evaluate success by monitoring if the students have achieved the state designated level of English proficiency for their grade and if they have met or exceed NY State and city standards.

## **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>P.S. 120</u>		School DBN: <u>25Q120</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan M. Monroe	Principal		10/25/11
Francine A. Marsaggi	Assistant Principal		10/25/11
Martha Cardenas	Parent Coordinator		10/25/11
John Barone	ESL Teacher		10/25/11
	Parent		10/25/11
	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		10/25/11
Brandi Seda	Coach		10/25/11
Peggy Kump	Coach		10/25/11
Di Wu	Guidance Counselor		10/25/11
Peggy Miller	Network Leader		10/25/11
Debra S. Fine	Other <u>Assistant Principal</u>		10/25/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 25Q120      **School Name:** Public School 120

**Cluster:** 2      **Network:** CFN 207

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parent information is provided in a variety of languages. All school events are supported by staff members who speak English, Chinese and/or Spanish. Report cards are provided in these languages as well. We utilize a school stamp on important letters informing parents that the provided information must be translated. Translators are made available for all school functions including Parent-Teacher Conferences, evening performances and Parents' Association Meetings.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We reviewed our home language surveys and found that Chinese and Spanish represent our highest translation and oral interpretation needs. Ongoing parent meetings, as well as written communications, inform parents that oral and written translation services are available. This is highly publicized, especially as it relates to Parent-Teacher Conferences.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parent information is provided in a variety of languages. All school events are supported by staff members who speak English, Chinese and/or Spanish. Report cards are provided in these languages as well. We utilize a school stamp on important letters informing parents that the provided information must be translated. Translators are made available for all school functions including Parent-Teacher Conferences, evening performances and Parents' Association Meetings.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by school staff and parent volunteers. During scheduled Parent-Teacher Conferences (November and March), we utilize the services of a contracted vendor to allow for additional translators to assist with translation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All parents of students at P.S. 120 receive written notification of their rights regarding translation and interpretation services in addition to instructions on how to obtain such services.

The "Important Notice for Parents Regarding Language Assistance Services" is posted on the first floor of P.S. 120 near the security desk. It is posted in all languages represented by the student population.

We have translators of Chinese and Spanish available to assure translation at all times. Therefore, any Chinese or Spanish speaking parent will not be prevented from reaching the school's administrative offices due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 120Q	DBN: 25Q120
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 358	
Grades to be served by this program (check all that apply):	
<input checked="" 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: 41	
# of certified ESL/Bilingual teachers: 11	
# of content area teachers: 30	

## 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: P.S. 120 Q will have the following Title III instructional program:

- **Saturday Program:**

This program is designed for entitled students in Grades 3-5. The program will focus on vocabulary development through core content area subjects as aligned with New York State Standards.

Children will be focusing on reading and writing through core content matter. Non-fiction texts will be used and lessons will include, but are not limited to, 'word play' activities. Students will diagram sentences, exchange vocabulary and use multiple thinking maps and graphic organizers to assist in reading and writing.

The purchase of multicultural texts will be used as an extension to support non-fiction reading and writing. Titles will be varied and will help with read-alouds and independent reading. These titles will be low-level, high interest. Copies of titles will be made available in Chinese, the primary language of our ELLs. In addition, Spanish titles will be made available as well. Booksource will be the company that we will purchase from.

There will be five sessions for five groups of 20. Therefore, there will be five classes, each led by a dual-licensed (ESL/Common Branch) teacher. The program hours will be from 8:00 am-11:00 am. This program will begin on or near March 2, 2013 and continue to approximately May/April 6, 2013 in order to help students perform on NYSESLAT.

- **Art Residencies:**

This year, our ESL students will be participating in three different Art Residencies. Via dance and storytelling, our ESL students will be developing vocabulary, practice listening and speaking, and create and develop fictional stories in print. Our students in Grade 2 will participate in an Indian Dance Residency. Students in Grade 3 will take part in a NYC Philharmonic Program; Grade 5 students will participate in a Visual Arts Residency. Grades 1 and 4 will partake in a Storytelling Residency. Kindergarten students will take part in a Visual Arts Residency via Studio In A School.

The Indian Dance Residency will take place once a week, for a 45-minute period, beginning in January 2013 and will run for ten weeks. A trained Indian Dancer from Suparc Inc. will conduct the residency. A final performance will occur on the 11th week. Five Grade 2 classes containing ESL students will participate. Our Storytelling Residency will begin in November. LuAnn Adams, renowned storyteller,

### Part B: Direct Instruction Supplemental Program Information

will conduct the residency. There will be 10 classes participating for one 45-minute period in Grades 1 and 4. Grade 3 will work with a professional musician, from the NY Philharmonic, every other Tuesday beginning the second Tuesday in October. Grade 5 students will participate in a Visual Arts Program. They will meet with a professional artist one day a week for eight sessions. This program is anticipated to begin in December.

In 1995, The United States Department of Education reported in *Schools, Communities and the Arts: A Research Compendium*, that "using arts processes to teach academic subjects results not only in improved understanding of content, but it greatly improved self-regulatory behavior." In addition, studies such as those done by Lynn O'Brien of Specific Diagnostic Studies, claims that the arts offer especially valuable tools to facilitate learning for those who are primarily visual and kinesthetic, in addition to making it possible for all students to learn more effectively, retain what they have learned, know how to apply what they have learned in a variety of contexts, and feel more positive about learning.

These residencies will meet and support New York State Arts Standard 1, which states, "The students will use voice, gesture, movement and observation to express their experiences and communicate ideas and feelings. The students will imitate experiences through pantomime, play making, dramatic play, story dramatization, storytelling and role playing." In addition, all residencies will meet New York State Standards in English Language Arts. For example, students will communicate skills via oral directions, they will develop cultural understandings through foreign dance and through the history of dance, they will read, write, listen and speak for information, literary response and expression, and speak for social interaction through their storytelling experiences. Via these experiences, we are anticipating higher levels on the NYSESLAT in all modalities.

### 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: During Professional Development, ESL teachers will present an overview of the NYSESLAT to the staff, and discuss the four subtests included in the test. This session includes a detailed description of the types of questions and the rubrics used to measure language proficiency on the test. The ESL teachers will utilize test prep material that was recently purchased in order to improve the students' language skills and familiarize them with test taking strategies. Additionally, we are serviced by one staff developer from Teachers College that works with our teachers to customize balanced literacy for ELLs. We have purchased Calendar Days for teachers to further this Professional Development.

### Part C: Professional Development

We have expanded our self-contained ESL classes to include Grades K-5. An experienced ELL teacher will act as a mentor to those teachers in newly created self-contained classes.

Our ESL staff is a resource to the entire staff. Approximately 39% of our students are LEP. The majority of our students were LEP when they started at P.S. 120. Our students are at different levels of language acquisition. We also have a high mobility rate. Teachers need to learn appropriate strategies to help our LEP students learn English, and they also need to be sensitive to our culturally diverse population. The ESL staff leads discussions which helps to improve communication and develops a better awareness of ESL student needs. Strategies used by ESL teachers in literacy and content area instruction are shared.

### 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: A Parent Literacy Program has been implemented by our Parent Coordinator. We will continue to assist parents in becoming more involved and knowledgeable with regard to their children's educational program. Budget permitting, parents will be provided with language acquisition classes which will be scheduled weekly. Parents will be assisted with the registration procedures and receive support to allow them to accurately complete school forms.

Parent involvement activities geared toward our multilingual population will continue. Family Literacy Nights and Family Math Night have been expanded to other curriculum areas to support the school's effort in making sure that parents have the opportunity to actively participate in their children's education. Monthly after school and/or evening activities will be scheduled during the 2012-2013 school year. Our mission is to expand the communication skills of our students and their families.

A meeting was scheduled in September to acquaint newly arrived parents and their children to our school. A Curriculum Conference was held in early October during which time parents were invited to "Meet the Teacher" and listen to an overview of the programs offered to our children. In addition, support staff was introduced to parents to provide a clear picture of their roles and ensuring parents that their child's education is a priority.

State mandates and regulations are discussed in a general meeting and the structure, goals and methods of instruction employed by the ESL and bilingual teachers is thoroughly explained to all parents of children involved in such programs. Classrooms are opened to the parents so that they may view the curriculum in practice. Parents are encouraged to make appointments with the teacher if they wish

**Part D: Parental Engagement Activities**

further information. Oral and written translations for non-English parents are available for all communications and during all meetings. The Parent Coordinator avails herself to all parents in the morning during arrival and in the afternoon during dismissal in a visible location at the entrance of the school.

Parent Support Services will be provided to all ESL parents, but in particular to our Chinese speaking parents by our Chinese Bilingual Guidance Counselor. He will meet with parents individually and in groups. They will receive guidance and referral services to community based organizations. Children in our after school YMCA program will receive extra support to supplement instruction given during regular school hours.

In an effort to build parent language independence and foster cultural awareness, our Parent Coordinator will take groups of parents on excursions. These 'field trips' will reflect cultural institutions that are tied to the cultural representation in our school building. Trips will be taken to the Museum of Chinese in the Americas, located in Chinatown. In addition, newly arrived parents will attend a trip to the Tenement Museum. This trip will help in the transition that many parents and their children are going through, having newly arrived here from China. Transportation and entrance fees will be paid for. The timeframe for these trips will be in the early Spring. It is anticipated that each trip will contain 25 parents. Depending on our numbers, there may be multiple trips to both museums.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		