



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 120Q
DBN (i.e. 01M001): 25Q120
Principal: JOAN M. MONROE
Principal Email: JMONROE@SCHOOLS.NYC.GOV
Superintendent: DANIELLE DIMANGO
Network Leader: MARY JO PISACANO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Joan M. Monroe	*Principal or Designee	
Catherine Ring	*UFT Chapter Leader or Designee	
Fariya Khan	*PA/PTA President or Designated Co-President	
Caroline O’Shaughnessy	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Debra S. Fine	Member/ Assistant Principal/CSA	
Jennifer Largess	Member/ Teacher	
Fozia Ashraf	Member/ Parent	
Rosa (Alexandra) Cazorla	Member/ Parent	
Lyssa Lam	Member/ Parent	
Justine Marquez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 80% of our teachers will employ effective teaching strategies, as measured by Administrators' observations using the Charlotte Danielson Framework for Teaching Rubric and Methodologies.

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.

In order to implement the Common Core Learning Standards and increase the rigor of instruction in the classrooms, the Danielson Framework is a tool that allows the Administration to support the development of the teaching practice. This will lead to high quality teaching and students meeting the Standards, as indicated by the Common Core Learning Standards.

Instructional Strategies/Activities

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

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

1. Professional Development to explain MOTP—Measures of Teaching Practice (non-attendance day)—September 9, 2013.
2. Initial Planning Conferences were held in September 2013. Teachers were given a description of both observation choices. Teachers were given a selection form and were provided an opportunity to ask questions about the newly implemented observation procedure.
3. Administrators scheduled observation visits, as per teachers' choices—October 2013 – April 2014.
4. Ongoing feedback sessions follow observations—October 2013 – April 2014.
5. Ongoing Administrative Professional Development with Network Talent Coach Dellianna Burrows—a minimum of six (6) coaching sessions; September 2013 – May 2014.
6. F-Status retired Principal will work with two Assistant Principals on effective teacher practices—November 2013 – March 2014.

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

1. Administrators
2. F-Status retired Principal
3. Network Talent Coach Dellianna Burrows

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

By the end of the 2013 – 2014 academic year, school leaders and teachers will be in agreement 75% of the time, as to whether teacher practice in training videos calibrated according to the HEDI scale.

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

All formal and informal observations will be completed by the end of the first week of April 2014.

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

1. Administrators will use Grade Conferences and Faculty Conferences to show ARIS Learning Modules.
2. Teachers will participate in a minimum of three (3) calibration activities.
3. In addition, teachers participated in a lesson plan activity; this activity focused on components in Domain 1.

Strategies to Increase Parental Involvement

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

Beginning in January 2014, the Parent Coordinator will upload a description of Teacher Effectiveness each month on the school's newly launched website. She will focus on: Questioning, Depth of Knowledge and Higher Order Thinking.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 80% of students in Grades Kindergarten – 5 will increase their level of reading comprehension, as measured by making one year's progress on the Teachers College Reading and Writing Project (TCRWP) benchmarks for progress on reading levels.

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.

For students in Grades Kindergarten – 5, our reading goal reflects the more rigorous demands of the Common Core Learning Standards which expects students to read a wide range of increasingly challenging text in order to build a foundation for college and future careers.

An analysis of our NYS ELA assessment data demonstrates a decrease in the percent of students meeting proficiency of 20.1% from 58.1% in 2012 to 38.0% in 2013. This change is reflected in an increase in the percentage of students at both levels 1 and 2 (24.5% and 37.5% respectively).

ELA Statistics for CEP 2014-2015

Grade	# Tested	Mean Scale Score	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
All	408	306	100	24.5	153	37.5	113	27.7	42	10.3	155	38.0
3	143	304.0	41	28.7	50	35.0	45	31.5	7	5	52	36.0
4	121	307.0	27	22.3	48	39.7	33	27.0	13	10.7	46	38.0
5	144	309.0	32	22.2	55	38.2	35	24.3	22	15.3	57	39.6

Based on an analysis of this data, we have identified the need to raise the level of reading comprehension skills for all students to meet the higher expectations of the Common Core Learning Standards. The Common Core shift for ELA/Literacy requires regular practice with complex text and its academic language, necessitating increased skill in comprehension and increased stamina and time on task.

The Reading Street curriculum includes complex texts; however, we have found that the teaching of reading, along with strategies for the improvement of reading comprehension and a schoolwide initiative to increase independent reading, needs to be addressed.

Instructional Strategies/Activities

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

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

1. Vertical teacher teams reviewed Reading Street (Pearson Publisher) to determine its alignment to the Common Core and whether it was appropriate for ELL and SWP students, as well as General Education.
2. Instructional Cabinet met with Pearson representatives to discuss nuances of the Reading Street curriculum, as well as the professional support P.S. 120 would receive.
3. Brooklyn-Queens Day 2013 was dedicated to the overview of the Reading Street Program and its components.
4. September 2013 Professional Development provided by Pearson representatives focused on reading and assessment components of the program.
5. Election Day, November 5, 2013, Professional Development provided by Pearson representative focused on the technology components of the Reading Street Program.
6. Classroom teachers will integrate the books from the Reading Street Program and the appropriate CCLS band-level fiction and nonfiction books from their extensive classroom libraries into their curriculum.
7. Teachers will implement the Reading Street Literacy Program to meet the expectations outlined by the CCLS, including close reading and writing to promote student thinking through text-based evidence.
8. Teachers will assess their students independent reading levels a minimum of four (4) times per year.
9. Grade level teacher teams will study student works.
10. Partnered with SchoolData Corporation to create a transparent data analysis system to facilitate disaggregation of data and data tracking.
11. Reading Street End of Unit benchmark assessments will be administered. The results will be subjected to a detailed, item skills analysis identifying the top 1/3, bottom 1/3 and those students not meeting the Standards. Grade level teacher teams will use data to plan

differentiated instruction.

12. Schedule and administer two (2) practice ELA assessments in Grades Kindergarten – 5. The results will be subjected to a detailed, item skills analysis to identify the top 1/3, the bottom 1/3 and those students not meeting the Standards. Grade level teacher teams and classroom teachers will use data to plan differentiated instruction.
13. Nigel Collins (CEO of SchoolData Corp.) to provide Professional Development for Administrators, classroom teachers and Instructional Cabinet members.
14. Nigel Collins to meet with Instructional Cabinet to provide support to analyze data, create small groups, plan instruction for top 1/3 and bottom 1/3.
15. Introduce uniform schoolwide reading logs to all students in Grades Kindergarten – 5 to promote independent reading and increase stamina and time on task.
16. Establish monthly book log contests to generate and promote excitement in reading.
17. Teachers use www.pearsonsuccessnet.com to supplement classroom resources and implement differentiated instruction.

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

1. Administrators, Instructional Cabinet and classroom teachers will review literacy programs to ascertain alignment to CCLS and CIE.
2. Administrators, school aides and Pearson representatives will oversee delivery and placement of new materials in each classroom.
3. Classroom teachers to attend Reading Street Professional Development at P.S. 120 in June, September, November 2013.
4. Nigel Collins, CEO SchoolData Corp. to work with Administrators to create a transparent data analysis system.
5. Instructional Cabinet to meet biweekly with Administrators and SchoolData Corp. to monitor and track student progress.
6. Classroom teachers to administer Teachers College Running Records.
7. Grade level teacher teams, Instructional Cabinet, SETSS teacher, ESL Coordinator and teacher, and Administrators.
8. Parent Coordinator
9. Pearson Staff Developers

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

1. Ongoing monitoring and inventories of deliveries of Pearson materials. Teachers will be able to access additional class sets of fiction and nonfiction texts from P.S. 120 existing Book Room, if needed to supplement classroom libraries.
2. Ongoing assessment of teaching and learning using the Reading Street Units of Study. Each unit will be evaluated by an End of Unit assessment to be disaggregated by an item skills analysis to support planning and instruction.
3. To engage all learners, teachers will provide more entry points through the inclusion of varied teaching strategies and learning activities, as measured by observation of instruction.
4. Schedule and administer two (2) practice ELA assessments in Grades Kindergarten – 5. Results will be subjected to a detailed item skills analysis to identify and monitor progress for the top 1/3, the bottom 1/3 and those students not meeting the Standards.
5. Ongoing assessment by classroom teachers of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency and spelling.
6. Students to be assessed and monitored for progress using TCRWP Running Records four (4) times per year as follows: November 2013, January 2014, March 2014, June 2014.
7. Ongoing review of student work and assessments to monitor and measure proficiency and attainment of individual goals.

8. Collect book logs to measure and monitor independent reading.

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

1. May 2013 – June 2014
2. October 2013 – June 2014
3. September 2013 – June 2014
4. December 2013 and February 2014
5. September 2013 – June 2014
6. November 2013 – June 2014
7. October 2013 – June 2014
8. November 2013 – June 2014

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

1. Common prep periods programmed for each grade.
2. Strategic coverages used to provide 90-minute blocks for teacher teams or Professional Development during the school day.
3. During extended day, teacher teams meet weekly for 50-minute blocks.
4. Tax Levy and Title III funds were used for the purchase of Reading Street.

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).

1. Parent Coordinator will hold a workshop for parents on test-taking strategies in February 2014, prior to the New York State ELA Exam.
2. The school website www.ps120Q.org has links to websites that will help parents support their children's learning at home. Links include:
 - New York State Department of Education with learning modules, Common Core Learning Standards and sample test questions at www.NYSED.gov and www.engageny.org,
 - Brain Pop Jr with videos and interactive quizzes at www.brainpopjr.com,
 - Literacy and reading support for early readers at www.Starfall.com,
 - Reading content and book reviews for children, parents and educators at www.scholastic.com, www.eric-carle.com,
 - Reading is Fundamental at www.rif.org, www.funbrain.literacycenter.net.
 - Literacy links for stronger readers include www.spaghettibookclub.org,

- Site of book reviews by kids for kids, www.teachersfirst.com/share/states/,
 - Where children and their parents can learn about famous Americans by finding books related to the 50 states—National Geographic’s website at www.kids.nationalgeographic.com/kids/,
 - Online dictionary and thesaurus at www.merriam-webster.com, www.kidskonnnect.com,
 - A safe internet gateway for kids with over 400 portals for kids to explore with their families; Fact Monster, part of the Family Education Network at www.factmonster.com,
 - This Day in History at www.history.com,
 - United Nations Cyber School at www.cyberschoolbus.un.org,
 - The website for Harper’s Weekly which has been called one of the best online resources for education in the Humanities by the National Endowment for the Humanities at www.harpweek.com.
3. Each month grade level teacher teams will upload newsletter postings which will contain literacy strategies to the school website at www.ps120Q.org. The grade newsletter will inform parents about what students are learning in reading and writing in the unit that month, and how parents can support their children at home.
 4. P.S. 120 has purchased a library of e-books with Universal Access that can be viewed from home, as well as from any classroom. The use of e-books will enhance the home-school connection and support parent involvement.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 10% of our ELLs in Grades Kindergarten – 5 will test at the proficient English level, as measured by the NYSESLAT, meeting or exceeding the 2013-14 Annual Measurable Achievement Objectives (AMAO) 2 target.

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.

The following grades constitute the three (3) English acquisition levels. In Grades Kindergarten – 5, we have 143 ELLs at the beginner level (38%), 77 ELLs at the Intermediate level (20%), and 160 ELLs at the Advanced level (42%).

Our newcomer population in Grades Kindergarten – 5, consisting of ELLs who have been receiving ESL services ranging from 0 – 3 years, is 90%. We provide eight (8) periods of mandated service to 58% of our ELL population.

Instructional Strategies/Activities

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

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

1. Ongoing Professional Development by the in-house ESL Coordinator focusing on the ESL methodologies and technologies.
2. Extended Day Program for all mandated ESL students in Grades 2 – 5 designed to improve vocabulary and writing skills.
3. Eighteen (18) dual-licensed (ESL/CB) teachers giving instruction.
4. Dual-licensed Clusters present language enrichment through the Arts—Music and Reader’s Theater.
5. Partner with Network 205 and ESL Expert, MaryAnn Cucchiara, to provide Professional Development to ESL teachers. Two (2) second-year teachers will serve as labsite teachers for CFN 205 with Ms. Cucchiara. Eight (8) of our dual-licensed teachers are participating.
6. Many classes taught by dual-licensed (ESL/CB) teachers.
7. All ESL students will participate in various DOE approved Arts Residencies. Through dance, storytelling, playwriting, instrumental music, composing music and breadmaking, our students will be developing vocabulary, practicing listening, speaking and following directions, as well as improving their creative writing skills. The residencies selected all meet and support New York State Arts Standards 1.
8. Pre-K bilingual Social Worker conducts monthly ‘Mommy & Me’ Workshops which incorporate parenting, life skills and cultural awareness, as well as language acquisition.

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

1. Eighteen (18) dual-licensed (ESL/CB) teachers
2. One (1) ESL Coordinator
3. ESL Expert, MaryAnn Cucchiara
4. One (1) bilingual Chinese (Mandarin) teacher
5. One (1) bilingual Guidance Counselor
6. Bilingual SBST—One (1) Chinese, One (1) Spanish
7. Six (6) bilingual paraprofessionals to support and scaffold instruction for SWD English Language Learners
8. Instructional Cabinet

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

By June 2014, 10% of our ELLs in Grades Kindergarten – 5 will test at the proficient English level as measured by the NYSESLAT, meeting or

exceeding the 2013-14 Annual Measurable Achievement Objectives (AMAO) 2 target.

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

1. Extended Day Program for Grades 2 – 5 —September 2013 – June 2014.
2. Partner with CFN 205 and MaryAnn Cucchiara for ESL Professional Development labsites; minimum of three (3) times—October 2013 – June 2014.
3. Art Residencies; ongoing—October 2013 – June 2014.
4. Monthly Pre-K ‘Mommy & Me’ Workshops—October 2013 – May 2014.

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

1. Strategic coverages used to provide for 90-minute blocks for teacher teams during the school day.
2. During extended day, teams of teachers meet weekly for 50-minute blocks.
3. Common prep periods programmed for each grade.
4. Program Art Residencies.
5. Create two (2) labsite classrooms.

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).

A Curriculum Conference was held in late September/early October 2013 in which parents were invited to “Meet the Teacher” and hear an overview of the programs offered to P.S. 120 children. Parent support services are provided to all ESL parents, in particular by our Chinese bilingual Guidance Counselor. The Guidance Counselor meets with parents individually and in groups. Parents receive guidance and referral services to community-based organizations.

Children who attend the P.S. 120 After School YMCA Program receive extra support to supplement instruction given during regular school hours.

In an effort to build parent language independence and foster cultural awareness, the Parent Coordinator will take groups of parents on a minimum of two (2) trips to cultural institutions.

Parents are invited to attend all culminating Arts performances.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

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

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> ➤ Guided Reading ➤ Scaffolded Read Aloud ➤ Interactive Writing ➤ Grammar Usage ➤ Shared Reading & Writing ➤ Use of Thinking Maps 	<ul style="list-style-type: none"> ➤ One-to-One ➤ Small Group ➤ Whole Group 	<ul style="list-style-type: none"> ➤ Multiple times throughout each instructional day ➤ During Extended Day
Mathematics	<ul style="list-style-type: none"> ➤ Problem Solving aligned with CCLS ➤ Building Math Vocabulary ➤ Math Games ➤ Using Math Manipulatives ➤ Use of Thinking Maps 	<ul style="list-style-type: none"> ➤ Small Group ➤ Whole Group 	<ul style="list-style-type: none"> ➤ Multiple times throughout each instructional day ➤ During Extended Day
Science	<ul style="list-style-type: none"> ➤ Science Vocabulary Development ➤ Using nonfiction texts to support Science inquiry and exploration ➤ Use of Thinking Maps 	<ul style="list-style-type: none"> ➤ Small Group ➤ Whole Group 	<ul style="list-style-type: none"> ➤ Multiple times throughout each instructional day ➤ During Extended Day
Social Studies	<ul style="list-style-type: none"> ➤ Social Studies Vocabulary Development ➤ Using nonfiction texts to support content-based Standards aligned with CCLS ➤ Use of Thinking Maps 	<ul style="list-style-type: none"> ➤ Small Group ➤ Whole Group 	<ul style="list-style-type: none"> ➤ Multiple times throughout each instructional day ➤ During Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Use of “Life Skills” to address: <ul style="list-style-type: none"> • Self-Esteem 	<ul style="list-style-type: none"> ➤ One-to-One ➤ Small Group 	<ul style="list-style-type: none"> ➤ Multiple times throughout each instructional day

	<ul style="list-style-type: none">• Communication• Social Skills• Drug & Alcohol Prevention• Violence Prevention• Anti-Bullying• Character Development	➤ Whole Group	➤ During Extended Day
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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 attract 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

1. Professional Development with Math Cluster and classroom teachers.
2. Partnership with SchooDataCorporation to create transparent data analysis matrix.
3. Professional Development with Pearson Staff Developers and classroom teachers and paraprofessionals.
4. Professional Development with Network Talent Coach Dellianna Burrows and staff on Danielson Framework for Effective Teaching.
5. Ongoing Professional Development with Talent Coach Dellianna Burrows and Administrators.
6. Common prep periods scheduled for each grade.

7. Each grade can meet for an extended 90-minute block monthly for team planning or Professional Development.
8. Common planning block every Wednesday.
9. Partnership with CFN 205 and ESL Specialist MaryAnn Cucchiara.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

N/A

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Vestibule
- Orientation for students in June for following school year
- Pre-K “Mommy & Me” Workshops
- Open House
- Multiple parent involvement opportunities, i.e., Thanksgiving, Winter events, Chinese New Year, Moving-Up

Measures to Include Teachers in Decisions Regarding Assessments

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

- Instructional Cabinet (Grade Leaders, Clusters, Administrators)
- Grade Teacher Teams
- Measures of Student Learning (MOSL) Team
- Partnership with SchoolDataCorporation to create data analysis matrix to disaggregate data to identify subgroups to help plan targeted instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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 1st 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;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- 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 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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 120
School Name Public School 120Q		

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

Principal Joan M. Monroe	Assistant Principal F. Marsaggi, D. Fine
Coach type here	Coach type here
ESL Teacher John Barone	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Martha Velez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	17	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	12	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	895	Total number of ELLs	369	ELLs as share of total student population (%)	41.23%
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Part II: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	25													25
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	23	62	59	49	22	33								248
Push-In	45	25			26	0								96
Total	93	87	59	49	48	33	0	369						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	369	Newcomers (ELLs receiving service 0-3 years)	306	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	25									25
Dual Language	0									0
ESL	306		3	27		8	0			333
Total	331	0	3	27	0	8	0	0	0	358

Number of ELLs who have an alternate placement paraprofessional: 3

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
Chinese	25													25
SELECT ONE														0
SELECT ONE														0
TOTAL	25	0	25											

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	1	2	3	5								16
Chinese	85	78	55	44	40	26								328
Russian														0
Bengali			1											1
Urdu	3	1			3									7
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi		2				1								3
Polish														0
Albanian														0
Other	1	4	2	3	2	1								13
TOTAL	93	87	59	49	48	33	0	0	0	0	0	0	0	369

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	59	16	12	19	16	9								131

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	10	18	24	8	12	9								81
Advanced (A)	24	53	23	22	20	15								157
Total	93	87	59	49	48	33	0	0	0	0	0	0	0	369

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	25	19	4	0	48
4	20	8	2	1	31
5	24	15	4	0	43
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14	1	17	3	8	1	7	0	51
4	9	2	8	6	9	2	2	0	38
5	10	3	18	6	6	4	5	1	53
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	6	3	11	6	14	1	44
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

The tools that we use are LAB-R, Fountas and Pinnell running records, and the Reading Street assessments. We combine them with running records, conference notes, and teacher made assessments. The insights provided on the early literacy skills of our ELLs is that new admits are entering the school with little to no English. Seventy percent of the new admits scored at the beginner level, and 7% at the intermediate level. We also learned that 23% scored at the advanced level, indicating an acquirement of English language either by attending pre-school or bilingual education in their native country. We use this data to differentiate instruction when we form small groups.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

The data reveals that 65% of our ELLs are in grades kindergarten, first, and second. In kindergarten, 64% of the ELLs are at the beginner level, which indicates that new admits are entering school with limited or no English language. In first grade, 88% of the ELLs are at the advanced or intermediate English level, showing that last year's kindergarten students made strong gains in English acquisition. The least amount of ELLs, 11%, reside in the fifth grade, with one student in year six as an ELL. This indicates that our ELL program is effective, and does not produce Long Term ELLs. In the upper grades (3-5), the data reveals the least amount of ELLs in the school, which also reveals that we are reaching the city's goal of reaching English proficiency in three years or less.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Paste response to question here:

We will address the needs of the students by looking at the levels in the different modalities. Depending on the area of weakness, teachers will hone in on that modality and work on specific skills which will show improvements. In Speaking/Listening, we give our ELLs every opportunity to participate verbally by providing speaking prompts and using TPR to make language more recognizable. In Reading/Writing, we look at inferring, main idea, cause and effect, and plot through our reading programs Reading Street and Key Links literacy, which provide scaffolds for ELLs in becoming proficient readers and writers.

We use AMAO to evaluate the success of our ELL program by finding if our ELL population is progressing toward and attaining English language proficiency and meeting academic standards. We do this by looking to see if we made gains in AMAO 1, 2, and 3. We also use the AMAO tool to identify students who did not make gains in order to insure that there is a plan in place to help them meet their language needs.

4. For each program, answer the following:
 - a. 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?

Paste response to questions here:

a. In the third grade state math exam, 90% of the ELLs took the test in English and 10% took it in their native language. The results show that 69% of the ELLs scored at a level 1 or 2 and 31% scored at a level 3 or 4. In the fourth grade state math exam, 74% of the ELLs took the exam in English, while 26% took it in their native language. Twenty-nine percent of the ELLs scored at levels 1 and 3, while 36% scored a level 2. The results show that ELLs scored relatively even in levels 1,2 and 3. Furthermore, 34% of the fourth grade ELLs scored a 3 or 4. In the fifth grade math exam, 26% of the ELLs took the exam in their native language and 74% in English. Seventy percent of the ELLs scored at level 1 or 2 and 30% scored at levels 3 or 4. The results reveal that although ELLs in grades 3-5 felt that English was their strongest language, their math skills did not yield higher scores. The data reveals that more has to be done to increase academic language and forming meaning out of complex wording.

In the fourth grade science test, 25% of the ELLs took the exam in their native language. This indicates that 75% of the ELLs felt that English was their dominant language and would score higher as opposed to taking it in their native language. If we look at the data more closely, we learn that 57% of the ELLs who took the test in English scored a 3 or 4 as opposed to 16% that took the test in their

native language with the same scores. The results also show that our ELLs are faring well in learning content area vocabulary in science and learning through the Common Core Standards.

b. The school uses the data from the periodic assessments in the following ways. First, the administration looks at the data to find which students need additional support. They then look to arrange additional support through Title III funding. The teachers use the data to form small groups to hone in on the students' weaknesses. They also work with the students 1:1 when conferencing in all subjects to meet their language demands.

c. 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.

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

Paste response to question here:

At PS 120 we use data to guide instruction for ELLs within the RtI framework by having classroom teachers collect individual information on all students. Teachers use conferece notes and running records to determine the reading level of the student. They also use the CCLS bundles in literacy and math to identify the progress within the new standards. The teacher then uses this data to drive instruction for each student by creating small groups and incorporating UDL. They can modify the curriculum by repeating or changing the order of lessons, tailoring the lesson presentation to draw upon the learning strengths of the student, and pairing the students with peers who can assist them in the classroom.

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

We look at the student's proficiency levels in English to determine whether they are beginners, intermediate, or advanced second language learners. Then, we look at LAB-R, NYSESLAT, ELA, and teacher made assessments to drive instruction. Next, we tailor the instruction units by forming small groups to key in on the student's weaknesses. Teachers prepare their lessons by incorporating all the DOK levels to ensure the lessons are rigorous at each stage of language acquisition. We prepare the students for the lessons by using prior knowledge, going over vocabulary, using visuals, and using technology like SMART boards for support.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Paste response to question here:

We evaluate the success of our ELL program in several ways. First we look at the data which include the NYSESLAT, ELA, and state math exam to see if we met AYP. From this data we also learn the students' strengths and weaknesses, and devise a plan to meet those needs. Next we look at classroom instruction and see if the ELL students are immersed in the CCLS and what success and failures they are having in performing in the new standards. Finally, we receive feedback from the teachers on materials and on current literacy and math programs. Through this feedback we ask the following questions: What else can we do to make instruction more understandable for ELLs? Are the current programs working? Are there other ways to deliver effective instruction? Would an increase in bilingual programs help meet or exceed AYP?

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

We identify English Language Learners through the following procedures. A pedagogue uses the Home Language Identification Survey (HLIS), with all parents to determine the child's first language. 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). All pedagogues use translation services to assist the parents. If the home language is English, the student is not a LEP and enters a general education program. 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 LABR and Spanish LAB-R: John Barone (Spanish, ESL Teacher), Pei Pei Kuo (Chinese, 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.

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.

Paste response to question here:

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).

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

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.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Paste response to question here:

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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

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. Finally, our ESL coordinator holds a training session for all the proctors of the exam, in order to familiarize them with the NYSESLAT testing manual. During the same training session, Speaking and Writing exemplars that are provided by the state, are reviewed.

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

Paste response to question here:

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 there is interest in bilingual education. In the school year 2011-2012, 17% chose the Freestanding ESL program, 39% chose Chinese Bilingual, and 44% chose the Dual Language program. In the 2012-2013 school year 36% chose the Freestanding ESL program, 42% chose the Chinese Bilingual program, and 22% chose the Dual language program. This year we found that 42% chose Chinese bilingual, 35% selected Dual language, and 23% picked instruction in an ESL program. There has been enough interest to form one Chinese Transitional program in kindergarten over the past three years.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:

a. P.S. 120 offers two models of instruction, Self-Contained classrooms, and Push-In service.

b. Our Self-Contained classes are formed through a heterogeneous grouping in all grades. Our Push-In service consists of two teachers', Pei Pei Kuo, and John Barone, who service grades kindergarten through fifth grade. They work collaboratively with the classroom teacher to provide instruction aligned with the CCLS.

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)?

Paste response to questions here:

a. 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 ELLs from all three proficiency levels and placing them in a Self-Contained classroom, in grades kindergarten through fifth grade 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. Our ICT classroom in fourth grade services all three proficiency level ELL/SWDs by a licensed ESL teacher on the general education side. In our ICT classrooms in grades K, 1, 3, and 5 a licensed ESL teacher follows a push-in program servicing ELL/SWDs of all proficiency levels. 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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

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. The current innovations in content area study all involve the Common Core Standards. Teachers' increase rigor in their lessons through Depths of Knowledge (DOK) by challenging their students through DOK 3 and 4 levels. Another innovation would be the use of Thinking Maps. Thinking Maps help ELL students organize their ideas and become better writers. The Mary Ann Cucchiara workshops provide the city with the latest strategies that help support language development for the CCLS. The strategies include, juicy sentences, deconstruct/reconstruct, conversation frames for cause and effect, paragraph frames for summarizing chapters, and academic language frames to add tier three and

four words when writing and speaking.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

We ensure that all ELLs are appropriately evaluated throughout the year by giving them the option of taking the mathematics or science state exams in their native language. We also distribute glossaries in various languages in order for students to understand all exam questions. In our kindergarten Chinese bilingual class, we informally assess to determine the students' strengths in their native language by using running records, end of unit assessments in math, individual conferences, performance bundles in reading and math following the CCLS, small group instruction, and guided reading groups.

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

Paste response to question here:

We ensure that our ELLs are appropriately evaluated in all four modalities of English in many ways. First, our CCLS aligned literacy programs, Reading Street and Key Links, caters to the development of the four English modalities for ELL students. The programs provide students with formative and summative assessments to show that they are making progress in the Common Core standards. This program also provides scaffold instruction in order for ELLs to understand the challenging literary and informational content. Through the use of performance bundles, unit assessments, writing pieces, individual conferencing, and small group work, we evaluate all four modalities.

Our new math program, Go Math!, is also CCLS aligned. We evaluate the students' success in all four modalities by helping them achieve fluency, speed, and confidence with grade-level concepts. In the students' write-in edition, they interact with lessons in new ways. Students record their strategies, explanations, solutions, practice and test prep right in their books. Teachers' use assessments provided by the program, individual conferencing, performance bundles, and small group work throughout the year.

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here:

a. 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.

b. 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 different parts of the school in order for the students to become familiar with their surroundings. We added the Rosetta Stone on-line language program to assist newcomers. We purchased 44 licenses for beginner ELLs to use throughout the grades. The program helps students at this level achieve basic interpersonal communication skills (BICS).

c. 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. Through the Response to Intervention program (RTI), the Pupil Personal Team (PPT) discusses students who are struggling in academic or behavioral areas to find what strategies or interventions can be implemented. The team will then devise a plan to provide services which may include at risk speech, SETSS or counseling which will be delivered for a specified period of time.

d. Our plan to service long-term ELLs are as follows. First we look at data including the NYSESLAT, ELA, and unit assessments to find the students' weaknesses. We will invite them to all Title III activities which will promote language acquisition. They will be included in small group instruction provided by our F-status teacher. Currently, we do not have any long-term ELLs.

e. Our plan to service former ELLs is to continue to include them in all Title III programs in years 1 and 2 after testing

proficient. We will also include them in small group instruction with our F-status instructor.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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 and language growth of our ELL-SWD, we then formed an additional kindergarten ICT classroom and a first grade in 2010-2011. In the school year of 2011-2012 we have continued to grow our ICT classes by not only continuing in grade one and two, but adding a third and fourth grade class. We continued to grow our ICT program in the 2012-2013 school year by having ICT classes in grades 2 through 5 and kindergarten. In the current school year of 2013-2013, we have ICT classes in kindergarten and First as well as grades 3 through 5.

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

Paste response to question here:

Our school achieves IEP and English proficiency goals for ELL-SWDs by providing the following support:

Curricular- Depending on the students needs, there is room for modifications. Teachers can teach at a slower pace and redo lessons the next day if students do not succeed at the first attempt. They can tweak the curriculum depending on the student's success. Teachers can use trade books that are on the student's level to reach goals such as retelling of stories.

Instructional- Teachers meet with students 1:1 and in small groups. The teacher changes the instructional strategies and simplifies/modifies them in order to achieve the same intended outcomes. For example, pictorial support, modifying the amount of input/prompting given to students, and longer time frame for teachers to teach. The classrooms are equipped with SMART boards. This technology helps students answer questions by supporting them with pictures, words, video clips, and oral presentations.

Scheduling Flexibility- We use scheduling flexibility by using our Special Ed licensed teachers' during Extended Day to teach ELL-SWD's in small groups. They focus on content area study to increase academic vocabulary. We also provide small group instruction for ELA/Math test prep to this sub-group with an F-status teacher.

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
Native Language Arts:	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

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

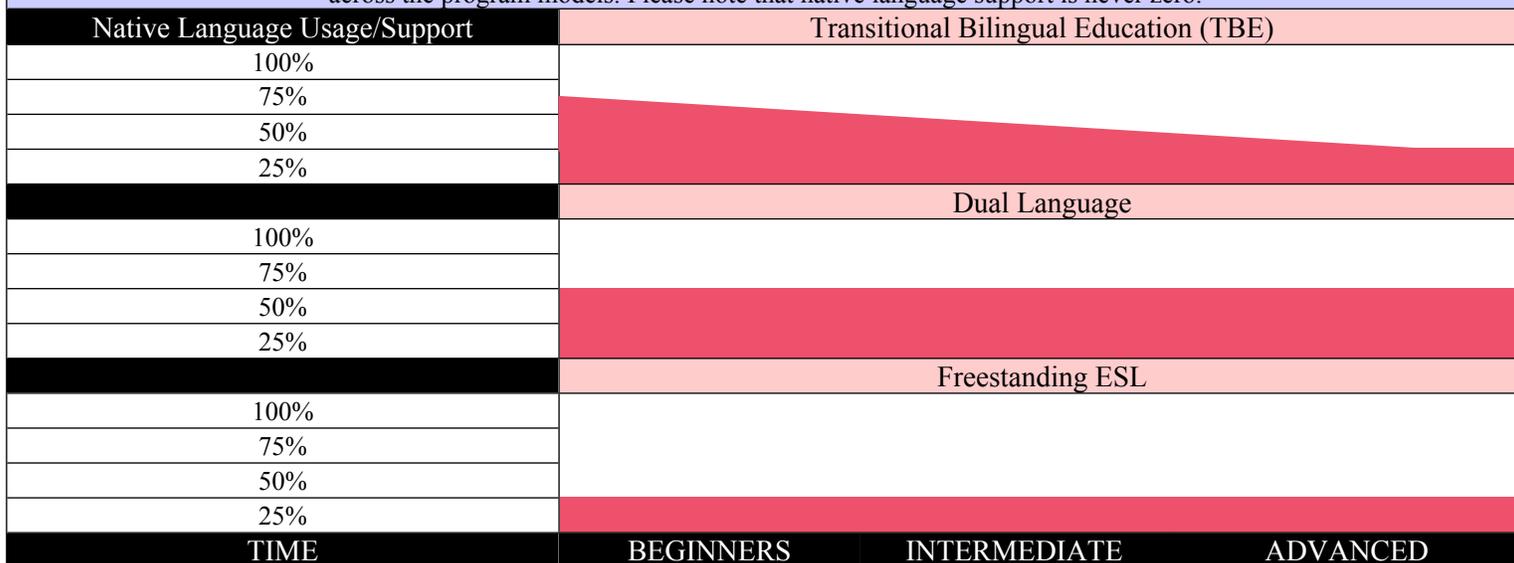
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Paste response to question here:

Our ELA and content area study begins 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 math coach services ELLs in years 0-3 and 4-6 who have been targeted for extra support. Both interventions are offered in English.

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

We feel that our current program is effective and meeting the needs of our ELLs in both content and language development. Our self-contained push-in and ICT classrooms are meeting the needs of the students by providing their mandated minutes, which include 360 minutes for beginner and intermediate ELLs, and 180 minutes for advanced leveled ELLs. We continue to focus on science and social studies by embedding these two content areas in our program schedule for Fridays. By structuring the schedule in this manner, we created excitement in learning the content as students looked forward to creating projects and conducting experiments. Our fourth grade NY state science scores reflect the effectiveness, as 75% of our ELLs scored at a level 3 or higher. We were successful in raising the level of content vocabulary and phraseology to meet the demands of the CCLS.

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

Paste response to question here:

This year we will have three new programs that promotes language acquisition for ELLs. We have two new literacy programs called Reading Street and Key Links both geared to help ELLs succeed in the common core standards. Our new math program, Go Math!, also scaffolds language. Finally, Readers' Theater, will increase language acquisition through a kinetic approach.

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

Paste response to question here:

For the past ten years we have used Teachers' College reading and writing program, as well as Every Day Math. We have discontinued both programs to help our ELL students have researched based materials that leads them to acquire language directly.

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

Paste response to question here:

Our Title III programs are for our ELLs to participate in and acquire English proficiency. Our Saturday 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 the Common Core standards. Our ELLs will be participating in various residencies which include, Indian Dance, the NYC Philharmonic, Studio in a School, and visual arts.

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

Paste response to question here:

We continue to purchase Smart Boards and install them in classrooms with ELL's in grades kindergarten through 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. Students are provided with glossaries in their native language for content study. We also purchased books in multiple languages to encourage and support newcomer. With RESO-A funds we purchased Rosetta Stone software, as another way to support ELLs.

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

Paste response to question here:

Our teachers use native language support whenever possible. In our Chinese Transitional Bilingual program native language support is delivered by teaching the students in their native language sixty percent of the time. The students are encouraged and expected to use their first language in their production of work. In our ESL program, we have students assist newcomers who speak the same language. We provide trade books in various native languages, dictionaries, and glossaries. We also have a

bilingual Chinese guidance counselor, school psychologist, and social worker who help the ELLs with emotional or behavioral problems. In addition, we have two pedagogues that are Chinese bilingual and assist teachers, when asked to communicate specific instructions to the students. Our parent coordinator is Spanish bilingual and also helps disseminate information to the students and parents.

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

Paste response to question here:

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.

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

Paste response to question here:

P.S. 120 strives to make the newcomer feel welcomed when they enter the school at various points in the year. 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.

18. What language electives are offered to ELLs?

Paste response to question here:

No language electives are offered.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

No dual language programs at this time.

C. Professional Development and Support for School Staff

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

Paste response to questions here:

1.P.S. 120 provides many opportunities for the ESL teachers to learn the latest methodology. Teachers receive training from the Office of English Language Learners' (OELL), our network, and the QTEL institute. Professional development is conducted in school. Our ESL coordinator holds training in NYSESLAT test prep strategies for ELL teachers during faculty and grade conferences, as well as the disseminating the latest CCLS strategies. Also, classroom and ESL teachers spend articulation time developing lessons and strategies to meet the goals of the students. This year our school is hosting Mary Ann Cucchiara workshops on Common Core aligned ESL strategies. Also, our school is the lab-site that will be used by Mrs. Cucchiara to train staff members and teach the students. Finally, selective teachers will disseminate this information to other pedagogues throughout the year.

2. We develop our ESL and bilingual teachers to exceed in the CCLS through various forms of professional development. The staff is trained in using Thinking Maps to help the ELLs become better writers. Through the use of Thinking Maps, students can brainstorm ideas that will fit a particular genre. The goal is to allow them to independently pick from the various types of Thinking Maps when beginning a writing assignment.

We also train our staff in Depths of Knowledge (DOK) strategy. Our teachers understand that in order for the students to succeed in the rigors of the CCLS, they must plan lessons that are higher order using DOK 3 and 4 as opposed to DOK 1 and 2. We seek assistance from our network to help with this training.

For the past two years, the school has organized an instructional committee comprised of teachers from various grades, along with the administration. The goal of the committee is to learn about the struggles and successes of implementing the CCLS, then formulate a plan to help the staff. Teachers disseminate information at grade conferences to keep everyone abreast of the latest findings.

Our teachers incorporate Universal Design for Learning (UDL), by creating instructional goals, methods, materials and assessments that work for every student. We achieve this goal by working in small groups that aim to learn the content using various strategies. By teaching this way, we eliminate the one –size- fits- all routine.

3. 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.

4. 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 teaches 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. 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, Ann Anesta, provides information and informs the staff on trends and ways to support our ELLs.

D. Parental Involvement

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

Paste response to questions here:

1. P.S. 120 is heavily involved in supporting the parents of the community. We hold PA meetings, during the day, 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 state exam format, the CCLS, and strategies. We also have Mommy and Me workshops that are held once a month on Mondays in the afternoons for all of our prekindergarten 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.

2. 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.

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

4. We believe that the activities that we have created support the parents by bringing them into the school to be part of the learning community. The needs of the parents are to be able to help their children at home with school work. They also have a desire to learn English in order to have success at their place of employment or to receive employment. Finally, parents want to learn about the latest initiatives to help their children succeed in school.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 120

School DBN: 25Q120

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan M. Monroe	Principal		10/21/13
Francine A. Marsaggi	Assistant Principal		10/21/13
Martha Velez	Parent Coordinator		10/21/13
John Barone	ESL Teacher		10/21/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Debra S. Fine	Other <u>Assistant Principal</u>		10/21/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q120 School Name: Public School 120Q

Cluster: 2 Network: CFN 205

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

Part A: Needs Assessment Findings

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

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.

P.S. 120 uses the RHLA report on ATS to ensure that information is delivered in a timely manner to all parents. The data reveals that 60% of our parents need translation services in Mandarin, Cantonese, or other Chinese dialects. We also learned that 9% of our parents need translation services in Spanish.

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

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. We provide parents with a list of organizations and services in various languages by directing them to the ALBETAC Directory of Asian community-based organizations.

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. Finally, teachers and staff utilize the over-the-phone interpretation services provided by the DOE.

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): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 358

Grades to be served by this program (check all that apply):

K 1 2 3 4 5
 6 7 8 9 10 11 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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 		

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">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		