

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

**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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## 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 2015, a minimum of 60% of teachers will be 'Effective' in Danielson's Framework component 3C—Engaging Students in Learning, as measured by the ADVANCE monitoring system.

### **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 continue the implementation of the Common Core Learning Standards and continue to increase the rigor of instruction in the classrooms, the Danielson Framework tool will be utilized to allow the Administration to support teachers as they continue to improve their teaching practice. This will continue to support the growth of high quality teaching and allow students to meet 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 2, 2014 and September 3, 2014.
2. Initial Planning Conferences were held in September 2014. 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 observation procedure.
3. Administrators scheduled observation visits, as per teachers' choices—October 2014 – June 2015.
4. Ongoing face-to-face feedback sessions follow observations—November 2014 – April 2014.
5. Ongoing Administrative Professional Development with District 25 Talent Coach Angelica Beissel—September 2014 – May 2015.
6. F-Status retired Principal will work with P.S. 120 Administrative team on effective teacher practices—November 2014 – June 2015.

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

1. Principal and two (2) Assistant Principals
2. Two (2) Assistant Principals
3. Principal, two (2) Assistant Principals and F-Status retired Principal
4. Principal, two (2) Assistant Principals and F-Status retired Principal
5. District 25 Talent Coach Angelica Beissel
6. Principal, two (2) Assistant Principals and F-Status retired Principal

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

1. Agendas of September 2, 2014 and September 3, 2014.
2. IPC meetings scheduled; forms signed and filed, as per ADVANCE directives.

3. Administration and F-Status retired Principal scheduled observations, as per teachers' choices.
4. Administration and F-Status retired Principal will engage in face-to-face feedback sessions with each teacher after each observation.
5. Network Talent Coach to meet with Principal, two (2) Assistant Principals and F-Status retired Principal on calibrating effective classroom observations.
6. Principal, two (2) Assistant Principals and F-Status retired Principal to work with school staff on implementing best practices to enhance teacher effectiveness.

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

1. September 2, 2014 and September 3, 2014 – two (2) days.
2. September 5, 2014 – October 31, 2014; as scheduled.
3. October 2014 – June 2015 – All formal and informal observations will be completed by the first week of June 2015.
4. November 2014 – April 2015; after each observation.
5. September 2014 – May 2015; as scheduled by District 25.
6. November 2014 – June 2015; up to twice weekly.

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

1. Administrators used ADVANCE resources for Professional Development.
2. Administrators met with pedagogues on prep periods and before/after school, as per teachers' choice.
3. Administration will follow a schedule delineating observers, pedagogues and date for classroom visits. Administrators use ADVANCE to enter data from observations.
4. Administration will schedule feedback sessions following each observation, as per pedagogues' prep schedules.
5. Talent Coach will schedule meetings with Administrative team to calibrate team and reflect on practice ADVANCE protocols.
6. F-Status Principal will work with Administrative team to observe teachers and deliver face-to-face feedback.

**Strategies to Increase Parental Involvement**

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

- The Parent Coordinator offers math and literacy workshops throughout the year. These workshops teach parents how to help improve math and literacy skills at home.
- Parents are invited to attend workshops given by the DOE on literacy.
- The Parent Coordinator trains the parents to access the DOE website to acquire valuable information regarding their child's education.
- The Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments, and information on how parents can help their child succeed.
- Information is shared at Parents' Association meetings, SLT meetings and at Parent/Teacher Conferences.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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 2015, 75% of Kindergarten – Grade 5 students will have a two-level reading gain (A to C; O to Q; R to T, etc.), as measured by the Teachers College Reading and Writing Project (TCRWP) Running Records.

### 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 continues to reflect the rigorous demands of the Common Core Learning Standards which expect students to read a wide range of increasingly challenging text to continue building a foundation for college and career readiness.

#### ELA Statistics for CEP 2013-2014

Grade	# Tested	Mean Scale Score	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
All	411	302	118	28.7	140	34.1	112	27.3	41	10.0	153	37.2
3	126	294	48	38.1	45	35.7	31	24.6	2	1.6	33	26.2
4	162	305	39	24.1	53	32.7	49	30.2	21	13.0	70	43.2
5	123	307	31	25.5	42	34.2	32	26.0	18	14.6	50	40.7

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.

Although the scores for ELA reflected little change from 2013 to 2014 (-0.08), there are some changes that need to be addressed.

During this period of time, the number of students receiving ESL and Special Education services rose significantly. Although statistically, we showed a drop of .08, which is less than 1%, **each cohort demonstrated growth from the previous year** with the greatest growth coming between third and fourth grades.

We must look at the depth and rigor that students are given in Language Arts instruction. As standards and expectations rise, so must our tenacity to push these students to excel (meeting/reaching for grade level reading ability), reading complex texts with native-language support and vocabulary development, writing across the curriculum with clear expectations and high standards so that all of our students will meet the rigor of 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.

**1. 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 SWD students, as well as General Education. We continue to follow a Common Core aligned Literacy Program—Reading Street (Pearson) for all grades, and on Brooklyn-Queens Day 2014 and Election Day, November 2014, the staff continued curriculum mapping to build/enhance and pinpoint instructional strategies.
2. 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.
3. Classroom teachers will integrate the books from the Reading Street Program and the appropriate CCLS band-level fiction and non-fiction books from their extensive classroom libraries into their curriculum.
4. Teachers will assess their students independent reading levels a minimum of four (4) times per year.
5. Grade level teacher teams will study student work.
6. 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.
7. 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.
8. Continued our partnership with Nigel Collins and SchoolData Corp. to create a transparent data analysis system to facilitate disaggregation of data and data tracking. Nigel Collins (CEO of SchoolData Corp.) to provide Professional Development for Administrators, classroom teachers and Instructional Cabinet members. Mr. 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.
9. Continue use of uniform schoolwide reading logs for all students in Grades Kindergarten – 5 to promote independent reading and increase stamina and time on task. Establish monthly book log contests to generate and promote excitement in reading.
10. Teachers use [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com) to supplement classroom resources and implement differentiated instruction.

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

1. Principal, two (2) Assistant Principals, classroom teachers, CFN205 ELL Achievement Coach Jessica Snell and Instructional Cabinet.
2. Classroom teachers
3. Classroom teachers
4. Classroom teachers
5. Grade level teams of teachers and SchoolData Corp.
6. Classroom teachers
7. Classroom teachers, SchoolData Corp. and Dropbox.
8. Principal, two (2) Assistant Principals, SchoolData Corp., Nigel Collins, Instructional Cabinet, Grade Leaders, Clusters, classroom teachers and Dropbox.
9. Principal, two (2) Assistant Principals and classroom teachers.
10. Pedagogues and Professional Development on Mondays and Tuesdays.

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

1. Administration and pedagogical staff with the support of CFN205 ELL Achievement Coach Jessica Snell continue to modify curriculum maps to provide multiple entry points for ELLs and SWDs.
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. Students to be assessed and monitored for progress using TCRWP Running Records four (4) times per year as follows: November 2014, January 2015, March 2015, June 2015.
5. Ongoing assessment by classroom teachers of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency and spelling using Reading Street Benchmark Assessments in Grade K – 2.
6. Ongoing review of student work and assessments to monitor and measure proficiency and attainment of individual goals.
7. 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.
8. Continue our partnership with Nigel Collins and SchoolData Corp. to support the disaggregation of student data.
9. Collect book logs to measure and monitor independent reading and increase stamina. Continued implementation of monthly tracking of class reading logs to increase fluency, stamina and reading levels.
10. Multiple Professional Development sessions given by P.S. 120 staff on use of online resources.

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

1. Brooklyn-Queens Day (June 2014), Election Day (November 2014) and September 2014 – June 2015; during common prep periods, first two (2) Mondays of each month [PD periods] and first two (2) Tuesdays of each month [OPWT – Other Professional Work Time].
2. September 2014 – June 2015; approximately 6 – 8 weeks, at the end of each unit.
3. September 2014 – June 2015, ongoing—daily.
4. September 2014 – June 2015; ongoing—weekly and monthly, as per assessment.
5. October 2014, January 2015, April 2015 and June 2015.
6. September 2014 – June 2015; during common prep periods, first two (2) Mondays of each month [PD periods] and first two (2) Tuesdays of each month [OPWT – Other Professional Work Time].
7. January 2015 and February 2015
8. September 2014 – June 2015; ongoing.
9. September 2014 – June 2015; monthly.
10. September 2014 – June 2015; during common prep periods, second two (2) Mondays of each month [PD periods] and as scheduled.

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

1. Schedule sessions for grades to meet to plan collaboratively. Schedule at least one (1) common prep period per week per grade to facilitate planning. Schedule time for Jessica Snell, CFN205 ELL Achievement Coach, to work with grade level teams.
2. Teachers will plan individually and collaboratively on prep periods, Professional Development (first two (2) Mondays of each month) and Other Professional Work Time (first two (2) Tuesdays of each month).
3. Teachers will plan individually and collaboratively on prep periods, Professional Development (first two (2) Mondays of each month) and Other Professional Work Time (first two (2) Tuesdays of each month).
4. Evaluations administered during conferencing.

5. Teachers will plan individually and collaboratively on prep periods, Professional Development (first two (2) Mondays of each month) and Other Professional Work Time (first two (2) Tuesdays of each month).
6. Teachers will plan individually and collaboratively on prep periods, Professional Development (first two (2) Mondays of each month) and Other Professional Work Time (first two (2) Tuesdays of each month).
7. Schedule assessments and use common planning time to disaggregate data and analyze trends.
8. Arrange for Instructional Cabinet to meet with Administration and SchoolData Corp.
9. Distribute book logs; classroom teachers compute books read.
10. Schedule sessions for grades to meet to plan collaboratively. Schedule at least one (1) common prep period per week per grade to facilitate planning. Schedule Professional Development sessions.

### ***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. A workshop will be scheduled for parents on test-taking strategies in February 2015, prior to the New York State ELA Exam.
2. The school website [www.ps120Q.org](http://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](http://www.NYSED.gov) and [www.engageny.org](http://www.engageny.org),
  - Brain Pop Jr with videos and interactive quizzes at [www.brainpopjr.com](http://www.brainpopjr.com),
  - Literacy and reading support for early readers at [www.Starfall.com](http://www.Starfall.com),
  - Reading content and book reviews for children, parents and educators at [www.scholastic.com](http://www.scholastic.com), [www.eric-carle.com](http://www.eric-carle.com),
  - Reading is Fundamental at [www.rif.org](http://www.rif.org), [www.funbrain.literacycenter.net](http://www.funbrain.literacycenter.net).
  - Literacy links for stronger readers include [www.spaghetlibookclub.org](http://www.spaghetlibookclub.org),
  - Site of book reviews by kids for kids, [www.teachersfirst.com/share/states/](http://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/](http://www.kids.nationalgeographic.com/kids/),
  - Online dictionary and thesaurus at [www.merriam-webster.com](http://www.merriam-webster.com), [www.kidskonnnect.com](http://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](http://www.factmonster.com),
  - This Day in History at [www.history.com](http://www.history.com),

- United Nations Cyber School at [www.cyberschoolbus.un.org](http://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](http://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](http://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 continues to purchase 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.

	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.

FSF, ARRA

### 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 2015, as per the Title III AMAO1, 10% of all ELL students will show progress by one (1) proficiency level (e.g., Beginner, Intermediate, Advanced, Proficient) on the NYS English as a Second Language Achievement Test (NYSESLAT).

#### **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 125 ELLs at the beginner level (31%), 110 ELLs at the Intermediate level (28%), and 164 ELLs at the Advanced level (41%). We provide eight (8) periods of mandated service to 59% of our ELL population, and four (4) periods of service weekly to 41% of our ELL population. This indicates that the vast majority of our ESL population is in the developing stages of language acquisition.

#### **Instructional Strategies/Activities**

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

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

1. Ongoing Professional Development by the in-house ESL Coordinator focusing on ESL methodologies and technologies.
2. Sixteen (16) dual-licensed (ESL/CB) teachers providing instruction with focus on ESL methodologies and technologies.
3. Dual-licensed Clusters present language enrichment through the Arts—Music and Readers Theater.
4. Partner with Network 205 and ESL Expert, MaryAnn Cucchiara, to provide Professional Development to ESL teachers. Two (2) second-year teachers will serve as lab-site teachers for CFN 205 with Ms. Cucchiara. Eight (8) of our dual-licensed teachers are participating.
5. Pre-K bilingual Social Worker conducts monthly 'Mommy & Me' Workshops which incorporate parenting, life skills and cultural awareness, as well as language acquisition.
6. Socio-emotional need of ELL students supported by one (1) bilingual Guidance Counselor and one (1) bilingual Chinese Social Worker.
7. Bilingual (Alternative Language Program) paraprofessionals support and scaffold instruction for SWD English Language Learners.
8. Instructional Cabinet focuses on the Instructional data and assesses the learning needs of the English Language Learners.
9. P.S. 120 continues to partner with the NY Philharmonic to support our Instrumental Music Program to supports the development of language acquisition and reinforce music skills, promote self-confidence and socio-emotional growth.
10. P.S. 120 is using Title III funds to hold a Saturday Arts Institute for ESL students to build academic language via experiential learning opportunities. Students will participate in four (4) Residencies—Robotics, Storytelling, Drama and Cultural Dance. This will support the development of language acquisition and reinforce music skills, promote self-confidence and socio-emotional growth.
11. P.S. 120 is a recipient of a CASA Grant and will work with NYC Children's Theater. The residency is to include 50 hours of direct instruction focusing on literacy and book adaptations. This will support the development of language acquisition and reinforce music skills, promote self-confidence and socio-emotional growth.

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

1. One (1) ESL Coordinator

2. Sixteen (16) dual-licensed (ESL/CB) teachers
3. Dual-licensed (ESL/CB) teachers for Instrumental Music and Readers Theater
4. ESL Expert, MaryAnn Cucchiara, CFN205 ELL Achievement Coach Jessica Snell and eight (8) dual-licensed teachers.
5. One (1) bilingual Chinese (Mandarin) Pre-K Social Worker
6. One (1) bilingual Guidance Counselor and SBST—one (1) bilingual Chinese Social Worker.
7. Seven (7) bilingual paraprofessionals to support and scaffold instruction for SWD English Language Learners.
8. Instructional Cabinet
9. Principal, two (2) Assistant Principals, Grades 3 – 5 classroom teachers and dual-licensed Music teacher.
10. Principal, two (2) Assistant Principals, ten (10) dual-licensed classroom teachers and ten (10) teaching artists.
11. Principal, two (2) Assistant Principals, ten (10) dual-licensed classroom teachers and ten (10) teaching artists.

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

1. ESL Coordinator attends workshops and meetings and turnkeys Profession Development focusing on the ESL methodologies and technologies.
2. Sixteen (16) dual-licensed (ESL/CB) teachers provide scaffolded instruction with focus on ESL methodologies.
3. Two (2) dual-licensed (ESL/CB) teachers provide enrichment and language support through instruction in Instrumental Music and Readers Theater.
4. MaryAnn Cucchiara will conduct multiple lab-site visits to incorporate ESL methodology in our classrooms.
5. Pre-K bilingual Social Worker conducts monthly 'Mommy & Me' Workshops to support parents of ELL students.
6. Bilingual Guidance Counselor, bilingual Social Worker, seven (7) bilingual paraprofessionals and a bilingual Pre-K Social Worker to help support the socio-emotional needs of students.
7. Seven (7) bilingual paraprofessionals to provide language support and scaffold instruction for SWD English Language Learners.
8. The Instructional Cabinet analyses data to assess the learning needs of English Language Learners.
9. Partnership with the NY Philharmonic will support language acquisition, reinforce music skills, promote self-confidence and socio-emotional growth.
10. Saturday Arts Institute, funded by Title III, will offer experiential learning opportunities via Residencies.
11. CASA Grant Residency with NYC Children's Theater will serve to support development of language acquisition, self-confidence and music skills.

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

1. September 2014 – June 2015; as scheduled.
2. September 2014 – June 2015; ongoing—daily.
3. September 2014 – June 2015; ongoing—daily.
4. September 2014 – June 2015; as scheduled.
5. September 2014 – June 2015; monthly.
6. September 2014 – June 2015; as scheduled.
7. September 2014 – June 2015; ongoing—daily.
8. September 2014 – June 2015; biweekly.
9. October 2014 – April 2015; 15 sessions—one (1) field trip to Lincoln Center, two (2) concerts at P.S. 120.
10. January 2015 – April 2015; Saturdays.

11. January 2015 – April 2015; Saturdays.

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

1. Scheduling during second Mondays of each month [PD period). Strategic coverages used to provide for 90-minute blocks for teacher teams during the school day.
2. Hire dual-licensed (ESL/CB) teachers to provide mandated language services, as well as scaffolded instruction and ESL methodologies.
3. Schedule two (2) dual-licensed (ESL/CB) teachers as Clusters for Readers Theater and Instrumental Music to provide mandated language services.
4. Create two (2) lab-site classrooms and schedule PD days for teachers attending lab-site PDs.
5. Schedule 'Mommy & Me' Workshops.
6. Provide students with individual and group services.
7. Hire bilingual paraprofessionals to support Special Education students' language needs.
8. Strategic coverages used to provide 90-minute blocks for Instructional Cabinet Meetings.
9. Schedule third, fourth and fifth grade classes for weekly sessions with NY Philharmonic teaching artist. Schedule two (2) in-house concerts with NY Philharmonic artists. Plan field trip to Lincoln Center Concert.
10. Schedule Saturday Arts Institute on Saturdays from January 2015 – April 2015.
11. Schedule CASA Grant Residency with NYC Children's Theater from January 2015 – April 2015.

**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 2014 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.

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.

Title I, FSF, ARRA



## 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.

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

1.

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

1.

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

1.

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

5.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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.

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

1.

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

1.

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

1.

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

5.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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***

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

- |  |                                                                                                                               |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <ul style="list-style-type: none"><li>• Violence Prevention</li><li>• Anti-Bullying</li><li>• Character Development</li></ul> |  |  |
|--|-------------------------------------------------------------------------------------------------------------------------------|--|--|

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

11. All elements of the *All Title I Schools* section must be completed\*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<p>All teachers at P.S. 120 are highly qualified.</p> <p>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.</p> <p>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> <p>P.S. 120 attract highly qualified teachers by using a rigorous interview process:</p> <ul style="list-style-type: none"> <li>• Utilize the Open Market search for candidates</li> <li>• The Principal and Assistant Principals formulate interview questions</li> <li>• Candidates meet with Principal and Assistant Principals for interview</li> <li>• Satisfactory candidates are required to give a demonstration lesson with students from P.S. 120</li> </ul> <p>P.S. 120 maintains highly qualified teachers by:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> <li>1. Professional Development with two (2) Math Clusters and classroom teachers.</li> <li>2. Partnership with SchooDataCorporation to create transparent data analysis matrix.</li> <li>3. Professional Development with Pearson Staff Developers and classroom teachers and paraprofessionals.</li> <li>4. Professional Development with District 25 Talent Coach Angelica Beissel and staff on Danielson Framework for Effective Teaching.</li> <li>5. Ongoing Professional Development with District 25 Talent Coach Angelica Beissel and Administrators.</li> <li>6. Common prep periods scheduled for each grade.</li> <li>7. Each grade can meet for an extended 80-minute block monthly for team planning or Professional Development.</li> </ol>

8. 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 Leader
- 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.
- Professional Development Team

**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I Program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parents' Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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.

Additionally:

- a. The Parent Coordinator offers math and literacy workshops throughout the year. These workshops teach parents how to help improve math and literacy skills at home.
- b. Parents are invited to attend workshops given by the DOE on literacy.
- c. The Parent Coordinator trains the parents to access the DOE website to acquire valuable information regarding their child's education.
- d. The Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments, and information on how parents can help their child succeed.
- e. Information is shared at Parents' Association meetings, SLT meetings and at Parent/Teacher Conferences.

A workshop will be scheduled for parents on test-taking strategies in February 2015, prior to the New York State ELA Exam.

The school website [www.ps120Q.org](http://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](http://www.NYSED.gov) and [www.engageny.org](http://www.engageny.org),
- Brain Pop Jr with videos and interactive quizzes at [www.brainpopjr.com](http://www.brainpopjr.com),
- Literacy and reading support for early readers at [www.Starfall.com](http://www.Starfall.com),
- Reading content and book reviews for children, parents and educators at [www.scholastic.com](http://www.scholastic.com), [www.eric-carle.com](http://www.eric-carle.com),
- Reading is Fundamental at [www.rif.org](http://www.rif.org), [www.funbrain.literacycenter.net](http://www.funbrain.literacycenter.net).
- Literacy links for stronger readers include [www.spaghetlibookclub.org](http://www.spaghetlibookclub.org),
- Site of book reviews by kids for kids, [www.teachersfirst.com/share/states/](http://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/](http://www.kids.nationalgeographic.com/kids/),
- Online dictionary and thesaurus at [www.merriam-webster.com](http://www.merriam-webster.com), [www.kidskonnnect.com](http://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](http://www.factmonster.com),
- This Day in History at [www.history.com](http://www.history.com),
- United Nations Cyber School at [www.cyberschoolbus.un.org](http://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](http://www.harpweek.com).

Each month grade level teacher teams will upload newsletter postings which will contain literacy strategies to the school website at [www.ps120Q.org](http://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.

P.S. 120 continues to purchase 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.

A Curriculum Conference was held in late September 2014 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.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 25Q120**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #

		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$388,935.36	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$133,890.00	X	See action plan
Title III, Part A	Federal	\$44,608.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,640,595.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>450</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 12  
# of certified ESL/Bilingual teachers: 8  
# of content area teachers: 4

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 programs:

New York State English Language Arts Test Preparation Program:

This program is designed for students in grades 3-5. Students in Grade 4 and Grade 5 will be selected based on New York State English Language Arts Standardized Test Scores. Grade 3 will be selected based on NYSESLAT scores. We are going to examine each modality based on student data. Students who are on the fringe of moving up a level, will be selected. The program will focus on English language vocabulary development through core content area subjects as aligned with New York State standards. The program will focus on explicit reading and writing instruction for close analytic reading of varied texts. The program will also focus on the development of the required text dependent analysis as aligned with New York State standards.

Children will be focusing on reading and writing in the English language through core content matter. Varied non-fiction/fiction texts aligned with New York State standards will be used for close analytical reading of texts and responding to text-dependent questions. Lessons will include but are not limited to identifying key ideas of the text, targeting and determining meaning of key academic vocabulary and analyzing text structure. Lessons will also include ‘word play’ activities. In addition, lessons will include conversations focused on various academic vocabulary, sentence deconstruction/reconstruction and analyzing phrases, structures and cohesive devices. Multiple entry points will be accessed through the use of various word play activities and the use of multiple thinking maps and graphic organizers to assist in reading and writing. Via these meaningful learning experiences, we anticipate higher scores for the New York State English Language Arts Test.

The purchase of English language arts test preparation workbooks will be used as an extension to support reading and writing. These workbooks will be aligned with New York State Standards and will support ELLs with varied read-alouds, shared reading, independent reading and writing. Workbooks will include interim and formative assessments designed to inform teaching and improve students learning in grades 3-5. Students will use these workbooks to strengthen their reading, writing, listening and speaking skills. These workbooks will be structured with daily lessons that focus on reading, writing, speaking and listening skills that emphasize academic vocabulary. In addition, linguistic frames will be used as structures for essay writing. Booksource will be the company that we will purchase from.

## Part B: Direct Instruction Supplemental Program Information

There will be 25 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 Monday-Friday 7:30 am-8: 20 are. This program will begin on or near March 2, 2015 and continue to approximately April 10, 2015 in order to help students perform on the New York State English Language Arts Test.

### •Saturday Art Residencies Program:

This program is designed for entitled students in grades k-5. Student selection criteria will be based on data from test scores. Kindergarten students will be selected based on the NYSITELL. Beginner level students will be selected first. Students in grades 1-5 will be selected based on NYSESLAT scores. We are going to examine each modality based on student data. Students on the fringe of moving up a level, will be selected for the program.

This year, our ESL students will be participating in five different Art Residencies. Via dance, music, theatre, robotics and storytelling, our ESL students will be developing vocabulary, practice reading, writing, listening and speaking skills. Students will create and develop fictional stories in print, create and write music and lyrics, create and write original scripted plays. In addition, problem solving and team building skills will be activated through hands on learning experiences. Students will create models that replicate historical time periods through tactile experiences. Students will be able to improve fine-motor skills as they manipulate small components. Each program utilizes multiple learning modalities to engage visual, kinesthetic and auditory learning styles. All students will participate in all Art Residencies: Indian Dance Residency, Storytelling Residency, Making Books Sing Residency, Inside Broadway Residency and Bricks 4 Kidz Residency.

All residencies will begin in January 2015 and will end March 2015. All residencies will take place once a week, for a 45-minute period on Saturday mornings. Students will be scheduled to attend the program from 9:00 a.m. – 1:00 p.m. We anticipate 8 groups (classes) that will consist of 20 ESL students composed of groups from each grade level 1-5. There will be team-teaching with our 4 content area teachers and certified ESL/Bilingual certified teachers. The 4 classes led by team teachers will consist of beginner ELL students who need additional support and scaffolded instruction. The remaining 4 classes will be led by ESL/Bilingual certified teachers. Students will be given an individual schedule, based on their grade, to attend and participate in each residency. This will give all students the opportunity to participate in each residency rather than being limited to only one residency per week. Teachers will be provided with professional development for a minimum of 6 sessions occurring every other Saturday beginning in January 2015 and ending in March 2015. These sessions will occur from 8:30-9:00 am prior to the start of the Saturday program.

The Indian Dance Residency is conducted by a trained Indian Dancer from Suparc Inc. A final performance will occur on the 11th week. Our Storytelling Residency will be conducted by LuAnn Adams, renowned storyteller. A professional artistic director will conduct the Making Books Sing Residency. A professional trained theatre actor will conduct The Inside Broadway Residency. The Bricks 4 Kidz Residency will be conducted by a professional instructor, with extensive educational background in math and technology education. Selected teachers will facilitate the programs by organizing small groups for instruction and additional support based on students' needs. Teachers will serve as the facilitator and will incorporate various instructional strategies such as, "word-play", "think-pair-share", linguistic frames, and visual aids to support ELLs and increase English language development.

In 2006, The National Assembly of State Arts Agencies reported in Critical Evidence: How the ARTS

## Part B: Direct Instruction Supplemental Program Information

Benefit Student Achievement, that " Certain forms of arts instruction enhance and complement basic reading skills, language development and writing skills. For example, dance has been employed to develop reading readiness in very young children, and the study of music has provided a context for teaching language skills." These Art Residencies will support these necessary skills for English Language development. In addition, "Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills and expression are among the thought processes associated with study of the arts." Students need opportunities to practice and use these necessary life skills. Engaging young people in the arts has a positive impact on their cognitive, emotional and social development, and furthers a lifelong appreciation of the arts.

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, story telling 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. Art Residencies will also meet and support multiple ESL learning standards, Standard 1, "Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information." Students will also "Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics." 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

## Part C: Professional Development

- name of provider

Begin description here:

Test Preparation Program Professional Development:

During Professional Development, ESL teachers will present an overview of the New York State English Language Arts Test to the staff participating in Test Preparation Program, and discuss the three subtests included in the test. This two day session includes a detailed description of the types of questions and the rubrics used to measure reading comprehension and written responses on the test. In addition, the sessions will include the modeling of key instructional strategies for teaching ELLs such as practicing conversations focused on various academic vocabulary, sentence deconstruction/reconstruction and analyzing phrases, structures and cohesive devices. 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. 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 40% 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 of best practices and student success stories 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 during professional development and team collaboration.

Art Residencies Professional Development:

During Professional Development, one to two of our ESL teachers and literacy teachers who are working the program will present an overview of Incorporating Reading, Writing, Listening, Speaking Skills Into The Arts Residencies to staff members selected to work Saturday Program. There will be a minimum of 6 sessions occurring every other Saturday morning beginning in January 2015 and concluding in March 2015. Professional Development includes a detailed description of how instructional strategies can be used to facilitate reading, writing, speaking and listening skills into The Art Residencies program. During this session, ESL teachers will model key instructional strategies and methodologies for teaching ELLs such as, "word-play", "think-pair-share", linguistic frames, and visual aids to support ELLs and increase English language development. In addition, teachers will model how to utilize academic language and multiple entry points (UDL) within each program. Professional Development for five sessions will also be provided by all Art Residencies and will include an overview of each program. These sessions will include detailed descriptions of program goals, strategies to support ELLs reading, writing, speaking, and listening skills, and a culminating component.

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

Begin description here:

### PARENT/COMMUNITY INVOLVEMENT

Parent Introduction To The Arts Residencies workshops will be implemented by our bi-lingual Parent Coordinator and bi-lingual Guidance Counselor. These workshops will assist parents in becoming more involved and knowledgeable with regard to their child's educational arts residencies program. Parents will be provided with Art Education classes which will be scheduled weekly. Parents will be assisted with how to support the arts at home. Parents will be given strategies in their native language, to use to help support their child's art education at home. Budget permitting, resources will be provided for parents to use at home with their child.

Parent Introduction To New York State English Language Arts Test Preparation for ELLs workshops will be implemented by our bi-lingual Parent Coordinator, bi-lingual Guidance Counselor, and ESL Coordinator. These workshops will assist parents in becoming more involved and knowledgeable with regards to their child's educational program and assessments. Parents will be provided with Test Preparation classes which will be scheduled weekly. In addition, parents will be assisted with and given ESL strategies to use to help support their child's test preparation skills at home. Resources will be provided for parents to use at home with their child.

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. Parents will be invited to various Art Residency showcases that will highlight student development and achievement through the arts. Translated letters in and notices, in native language based on "Home-Language Survey" will be sent home to parents to communicate upcoming events. After school and/or evening activities will be scheduled during the 2014-2015 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 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

**Part D: Parental Engagement Activities**

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. She 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 Museum of Chinese in the Americas, located in Chinatown. Parents will also attend a trip to the Queens Museum of Art. This will give parents the opportunity to be exposed to the arts and will aid in supporting their child’s art education at home. 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 her from China. Transportation and entrance fees will be paid for. The timeframe for these trips will be in the early Spring. It is anticipated that each trip will contain 25 parents. Depending on our numbers, there may be multiple trips to both museums.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

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

District <b>25</b>	Borough <b>Queens</b>	School Number <b>120</b>
School Name <b>Public School 120Q</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Joan M. Monroe</b>	Assistant Principal <b>F. Marsaggi, D. Fine</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>John Barone</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Martha Velez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>895</b>	Total number of ELLs	<b>369</b>	ELLs as share of total student population (%)	<b>41.23%</b>
------------------------------------------------------	------------	----------------------	------------	-----------------------------------------------	---------------

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	25													25
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained	23	62	59	49	22	33								248
Push-In	45	25			26	0								96
<b>Total</b>	<b>93</b>	<b>87</b>	<b>59</b>	<b>49</b>	<b>48</b>	<b>33</b>	<b>0</b>	<b>369</b>						

## 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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	25									25
Dual Language	0									0

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	
ESL	306		3	27		8	0			333
<b>Total</b>	<b>331</b>	<b>0</b>	<b>3</b>	<b>27</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>358</b>

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
<b>TOTAL</b>	<b>25</b>	<b>0</b>	<b>25</b>											

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
<b>TOTAL</b>	<b>93</b>	<b>87</b>	<b>59</b>	<b>49</b>	<b>48</b>	<b>33</b>	<b>0</b>	<b>369</b>						

## 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
Intermediate(I)	10	18	24	8	12	9								81
Advanced (A)	24	53	23	22	20	15								157
Total	<b>93</b>	<b>87</b>	<b>59</b>	<b>49</b>	<b>48</b>	<b>33</b>	<b>0</b>	<b>369</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
--------------------	-------------------	---	---	---	---	---	---	---	---	---	---	----	----	----

**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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 conference 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?

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 identifies 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 exemplors 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. ①

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.

## Part V: ELL Programming

### 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 licenced 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 performace 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 to 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, were 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 new comers. We purchased 44 licences 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	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

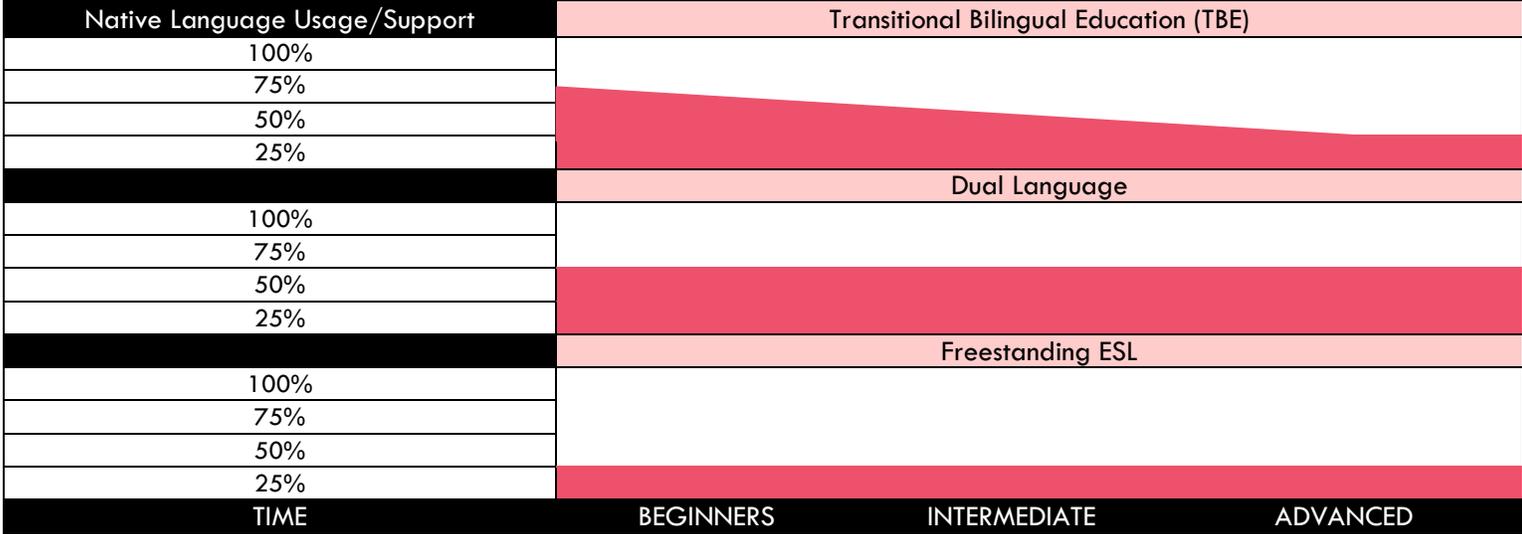
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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 teachers receive their mandated 10 hours, as per Jose P. They attend ELL workshops during Election and Chancellor's Conference day, both outside and in the school building. 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.