



PUBLIC SCHOOL 120Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q120
ADDRESS: 58-01 136 STREET, FLUSHING, NY 11355
TELEPHONE: 718-359-3390
FAX: 718-460-4513

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q120 **SCHOOL NAME:** Public School 120Q

SCHOOL ADDRESS: 58-01 136 Street, Flushing, NY 11355

SCHOOL TELEPHONE: 718-359-3390 **FAX:** 718-460-4513

SCHOOL CONTACT PERSON: Joan M. Monroe **EMAIL ADDRESS:** jmonroe@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joan M. Monroe

PRINCIPAL: Joan M. Monroe

UFT CHAPTER LEADER: Bruce Adler

PARENTS' ASSOCIATION PRESIDENT: Bornali Barua

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** 207

NETWORK LEADER: Peggy Miller

SUPERINTENDENT: Diane Kay

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Joan M. Monroe	*Principal	
Bruce Adler	*UFT Chapter Leader	
Bornali Barua	*PA President	
Bornali Barua	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Caroline O’Shaughnessy	School Aide, DC 37 Representative	
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	
Francine A. Marsaggi	Assistant Principal, CSA Representative, SLT Secretary	
Maria Townsend	UFT Teacher	
Natalie Barreto	Parent	
Linda Louie	Parent	
Luz Rodgers	Parent	
Jerry Yee	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

VISION

Our students will assume responsibility for their learning, thus empowering them with the foundation to become well educated and productive citizens of the 21st century. Our commitment to excellence will be accomplished through the collaborative efforts of involved parents, a supportive community and a dedicated, caring staff.

MISSION

The mission of Public School 120 is to encourage our children to:

S P A R K L E

Students Participate Actively Reaching for Knowledge, Literacy and Excellence

PUBLIC SCHOOL 120

Public School 120, built in 1932 and extended in 1999, is an elementary school located in Flushing, Queens, New York. It has two wings which combined house 39 classrooms, two fully equipped science labs, one computer room and two music rooms. It is partially handicapped accessible with two ramps and an elevator. The new wing houses a cafeteria with a full kitchen and seating for 450 students.

Pupil enrollment for Grades Pre-K through 5 is approximately 881 students. Our diverse population includes recent immigrants from countries such as China, India and Columbia. The predominant languages are Chinese, English and Spanish.

Support staff includes: one full-time Literacy Coach, one full-time Mathematics Coach, one full-time Speech teacher, one full-time SETSS teacher, a part-time SBST, a part-time SAPIS worker and part-time AIS, as funding allows. We have a Virtual 'Y' Program which operates after school five days a week from 2:20 – 5:30 pm and services approximately 200 students.

We provide a standards-driven instructional program that provides varied opportunities for learning and critical thinking for all students. We encourage the appreciation of our many languages and cultural differences.

Our Title III funding allows us to create a Saturday Language Expansion Academy which will enable us to provide additional academic support to our English Language Learners in Grades 1 through 5. We have once again instituted English language classes for parents.

We anticipate that our students will become successful, contributing participants in a world in which we expect them to make it better for all of us. We have two science labs and a recently refurbished computer lab. We have two music teachers; a full chorus, a band and a piano lab. We have designed our Music Program to ensure that by the time a child reaches third grade, he/she will be able to read music and play the piano. During the 2006 – 2007 academic year, we instituted a Ballroom Dance Program for students in the upper grades. Through hard work and perseverance, our students have won both a bronze and silver medal in the NYC Ballroom Dance Competition. We doubled the number of students who participated in this activity for the 2008 – 2009 school year. We are continuing with this program for the current 2010 – 2011 school year.

For the past several years, P.S. 120 has had a successful partnership with Farms For City Kids. We have had the good fortune of sending 25 – 27 students and teachers to spend a week on the Spring Brook Farm in Reading, Vermont. P.S. 120 was recognized and highlighted on the Winter '08 brochure published by Farms For City Kids. This brochure was distributed nationwide and in Canada. We are once again planning to visit the Spring Brook Farm in the Spring of 2011.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

-- SEE SCHOOL WEBSITE --

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 120 Queens				
District:	25	DBN #:	25Q120	School BEDS Code:	342500010120

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					

DEMOGRAPHICS								
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)		2007-08	2008-09	2009-10
(As of October 31)		2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)		2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)		2007-08	2008-09	2009-10				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)		2007-08	2008-09	2009-10
(As of October 31)		2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS					
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

LITERACY

P.S. 120 uses a Balanced Literacy approach to reading, writing, word study, spelling and vocabulary. Our methods and curriculum are based off the Teachers College Reading and Writing Project. Each class has a literacy block that includes a 45-minute reading period, 45-minute writing period, 15-20-minute Read Aloud time slot, and 15-20-minute word study, spelling and vocabulary time slot daily. In reading and writing every day, teachers are conducting one-on-one conferences with students and small group strategy lessons. In addition, during the reading period, teachers are conducting small group guided reading lessons. The curriculum works really well for P.S. 120 because differentiating lessons and teaching to children's individual needs are the backbone of the TC Reading and Writing Project. To further differentiate, teachers are using Shared Reading and Interactive Writing in classrooms weekly. During the 45-minute reading and writing periods, students have the opportunity to independently read and write then they share what they have been working on with teacher assigned partners. Children are independently reading books that match their individual reading level rooted from Fountas and Pinnell reading levels.

Based on the analysis of our current reading and writing assessment data, our instructional practices, professional development structure and standardized test scores, the following is a highlight of our major findings.

Trends

- Many of our students enter our school as English Language Learners. We have observed that the execution of our Balanced Literacy Program has supported the language development and literacy development of our students.
- We have noticed that our students have developed independence in the classroom during independent time. Their stamina and focus on literacy tasks has improved as they take ownership of their learning.
- Although we see growth in the reading of print for many of our students, additional support in comprehension and vocabulary development is an observable need. This is a current area of focus.

- Students are excited about reading and writing. The instructional support and the opportunity for students to grow in independence have increased the level of excitement around literacy activities.

Greatest Accomplishments

- Monthly professional development provided to support the professional needs of teachers facilitated by the Literacy Coach.
- One-on-one coaching for new teachers, teachers in need and teachers who have identified a professional goal.
- Budgeted days for Teachers College staff developers to provide support to the teachers.
- Increased proficiency amongst teachers in executing the Teachers College curriculum.
- The creation of a Lending Book Room for teachers to provide materials to execute guided reading.
- “Lunch & Learn” opportunities for teachers to attend on specific literacy topics in support of developing their practice.
- Alternative observations and study groups available as opportunities to increase dialogue among teachers, conduct action research to reflect on instructional practices or the study of professional literature to refine and grow education practices.
- The collection of assessment data four times a year to look at trends to make sound classroom and school-wide educational decisions.
- Literacy programs designed for fun and support the day-to-day curriculum to include a Character Parade, Literacy Night, Cat in the Hat Day and an Annual Poetry Event.

Barriers to Continuous Improvement

- Although there are pockets of collaboration and instructional dialogue going on throughout the school community, it is not a practice that has been embraced by the entire school community.
- Pockets of teachers continue to be resistant to supporting the delivery of the Balanced Literacy curriculum and their own professional development.
- Resources to support our large ELL population.
- Cycles of non-attendance for non-English speaking immigrant students during the academic year.

Annual Summary of ELA Scores 2005 through 2010

ELA Grade	Year	# Tested	Mean Scale Score	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
3	2010	78	668.0	12	15.4	21	26.9	30	38.5	15	19.2	45	57.7
	2009	122	662.1	3	2.5	20	16.4	88	72.1	11	9.0	99	81.2
	2008	104	663.2	8	7.7	29	27.9	56	53.8	11	10.5	67	64.4
	2007	100	673.3	7	7.0	22	22.0	57	57.0	14	14.0	71	71.0
	2006	88	680.9	2	2.3	13	14.8	68	77.3	5	5.7	73	83.0
	2005	109	641.7	5	4.6	28	25.7	47	43.1	29	26.6	76	69.7
4	2010	136	672.0	15	11.0	39	28.7	75	55.2	7	5.2	82	60.3
	2009	109	663.0	7	6.4	26	23.9	72	66.1	4	2.1	76	69.7
	2008	115	666.9	8	6.9	23	20.0	75	65.2	9	7.8	84	73.0
	2007	127	665.8	10	7.9	26	20.5	81	63.8	10	7.9	91	71.7
	2006	108	671.5	3	2.8	24	22.2	70	64.8	11	10.2	81	75.0
	2005	101	671.9	1	1.0	20	19.8	61	60.4	19	18.8	80	79.2
5	2010	107	668.0	10	9.3	39	36.5	48	44.9	10	9.3	58	54.2
	2009	109	676.2	0	0.0	16	14.7	78	72.0	15	13.8	93	85.3
	2008	122	662.0	2	1.6	27	22.1	82	67.2	11	9.0	93	76.2
	2007	139	662.0	13	9.4	36	25.9	78	56.1	12	8.6	90	64.8
	2006	110	665.1	6	5.5	28	25.5	59	53.6	17	15.5	76	69.1
	2005	116	681.0	2	1.7	23	19.8	63	54.3	28	24.1	91	78.4
6	2007	123	664.0	5	4.1	36	29.3	65	52.8	17	13.8	82	66.7
	2006	106	661.6	2	1.9	33	31.1	61	57.5	10	9.4	71	67.0
	2005	113	683.3	9	8.0	31	27.4	53	46.9	20	17.1	73	64.6
ALL	2010	321	669.3	37	11.5	99	30.8	153	47.7	32	10	185	57.6
	2009	340	685.0	10	3.0	62	18.2	238	70.0	30	9	268	78.8
	2008	341	664.0	18	5.2	79	23.1	213	62.5	31	9	244	71.6
	2007	489	666.3	35	7.2	120	24.5	281	57.5	53	10.8	334	68.3
	2006	412	669.8	13	3.1	98	23.8	258	62.6	43	10.4	301	73.1
	2005	439	669.5	17	3.8	102	23.2	224	51.0	96	21.9	320	72.9

Annual Summary of ELA Scores 2005 through 2010

ELA Cohort	Year	# Tested	Mean Scale Score	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
6 th	2007	123	664.0	5	4.1	36	29.3	65	52.8	17	13.8	82	66.7
5 th	2006	110	665.1	6	5.5	28	25.5	59	53.6	17	15.5	76	69.1
4 th	2005	101	671.9	1	1.0	20	19.8	61	60.4	19	18.8	80	79.2
3 rd	2004	96	639.7	5	5.2	33	34.4	36	37.5	22	22.9	58	60.4
5 th	2007	139	662.0	13	9.4	36	25.9	78	56.1	12	8.6	90	64.8
4 th	2006	108	671.5	3	2.8	24	22.2	70	64.8	11	10.2	81	75.0
3 rd	2005	109	641.7	5	4.6	28	25.7	47	43.1	29	26.6	76	69.7
5 th	2008	122	662.0	2	1.6	27	22.1	82	67.2	11	9.0	93	76.2
4 th	2007	127	665.8	10	7.9	26	20.5	81	63.8	10	7.9	91	71.7
3 rd	2006	88	680.9	2	2.3	13	14.8	68	77.3	5	5.7	73	83.0
5 th	2009	109	676.2	0	0.0	16	14.7	78	72.0	15	13.8	93	85.3
4 th	2008	115	666.9	8	6.9	23	20.0	75	65.2	9	7.8	84	73.0
3 rd	2007	100	673.3	7	7.0	22	22.0	57	57.0	14	14.0	71	71.0
5 th	2010	107	668.0	10	9.3	39	36.5	48	44.9	10	9.3	58	54.2
4 th	2009	109	663.0	7	6.4	26	23.9	72	66.1	4	2.1	76	69.7
3 rd	2008	104	663.2	8	7.7	29	27.9	56	53.8	11	10.5	67	64.4
4 th	2010	136	672.0	15	11.0	39	28.7	75	55.2	7	5.2	82	60.3
3 rd	2009	122	662.1	3	2.5	20	16.4	88	72.1	11	9.0	99	81.2
3 rd	2010	78	668.0	12	15.4	21	26.9	30	38.5	15	19.2	45	57.7

Analysis of ELA Data 2005 through 2010

In 2010, 57.6% of all of P.S. 120 students met or exceeded grade level expectations. Of the 321 students taking the NYS English Language Arts assessment in Grades 3 through 5, 96 of the students have Limited English Proficiency. Although these students constitute 30% of the testing population, only 14.6% of all ELLs met or exceeded grade level expectations; that is, 4.4% of all ELL students who are eligible to be tested in English Language Arts were able to achieve a Level 3.

The mean scale score increased for both fourth and fifth grade cohorts (an increase of 10 points for students who moved from third to fourth grade, and an increase of 5 points for students who moved from fourth to fifth grade). Our third and fourth grades both demonstrated increases in their scale scores, indicating sustained growth in these grades over the last four years.

Implications for Instruction

We must look at the depth and rigor that students are given in Language Arts instruction. For the most part, students are making individual progress, but not substantial growth in the area of ELA. Their scores remain relatively constant with students at the lower end of the scale making greater gains than the norm.

Our LEP students demonstrate a basic usage of the English language, but may need additional support and instruction in academic language, as well as language experiences.

MATHEMATICS

P.S. 120 employs the Everyday Mathematics curriculum in Grades K through 5. As part of this spiraling, standards-based curriculum, students are engaged in a series of mathematical experiences where understanding is fostered through a series of mathematical experiences. Students are introduced to mathematical concepts as those concepts connect to real-life applications and to other areas of the curriculum. The program strongly supports the development of numeracy, beginning in the primary grades, as a foundation for higher-order mathematics.

Our Mathematics Program is supplemented by additional teacher-made daily and weekly mathematical problems which require the students to use reasoning and show proof when solving problems, and to further communicate their understanding of the processes, procedures and concepts applied when problem solving. A mathematics coach provides support for the classroom teachers in the areas of content instruction and pedagogy.

Annual Summary of MATH Scores 2005 through 2010

MATH Grade	Year	# Tested	Mean Scale Score	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
3	2010	92	703.0	5	5.4	25	27.1	25	27.1	37	40.2	62	67.4
	2009	134	692.0	1	0.7	10	7.5	81	60.4	42	31.3	124	92.5
	2008	114	697.2	0	0.0	8	7.0	63	55.3	43	37.7	106	93.0
	2007	107	702.1	1	0.9	5	4.7	49	45.8	52	48.6	101	94.4
	2006	129	701.7	2	1.6	8	6.2	55	42.6	64	49.6	119	92.2
	2005	155	633.9	12	7.7	29	18.7	46	29.7	68	43.9	114	73.5
4	2010	163	702.0	4	2.5	35	21.5	57	35.0	67	41.1	124	76.1
	2009	120	691.0	5	4.2	9	7.5	62	51.7	44	36.7	106	88.3
	2008	122	704.8	5	4.1	7	5.7	45	36.9	65	53.3	110	90.2
	2007	134	693.1	5	3.7	12	9.0	61	45.5	56	41.8	117	87.3
	2006	146	689.5	11	7.5	12	8.2	59	40.4	64	43.8	123	84.2
	2005	138	671.6	5	3.6	17	12.3	55	39.9	61	44.2	116	84.1
5	2010	131	698.0	6	4.6	20	15.3	49	37.4	56	42.7	105	80.2
	2009	121	706.0	0	0	6	5	37	30.6	78	64.5	115	95.0
	2008	130	704.1	5	3.8	8	6.2	43	33.1	74	57.0	117	90.0
	2007	147	690.1	8	5.4	18	12.2	57	38.8	64	43.5	121	82.3
	2006	139	670.5	14	10.1	24	17.3	74	53.2	27	19.4	101	72.2
	2005	155	671.1	20	12.9	37	23.9	51	32.0	47	30.3	98	63.2
6	2007	130	690.5	5	3.8	17	13.1	55	42.3	53	40.8	108	83.1
	2006	140	668.6	7	5.0	32	22.9	72	51.4	29	20.7	101	72.1
	2005	150	690.5	19	12.7	42	28.0	43	58.7	46	30.7	89	59.3
ALL	2010	386	701.0	15	3.9	80	20.7	131	33.9	160	41.5	291	75.4
	2009	375	696.0	6	1.6	25	6.7	180	48.0	164	43.7	344	91.7
	2008	366	702.0	10	2.7	23	6.3	152	41.5	182	49.7	333	91.0
	2007	518	694.0	19	3.7	52	10.0	222	42.9	225	43.4	447	86.3
	2006	554	682.6	34	6.1	76	13.7	260	46.0	184	33.2	444	80.1
2005	598	666.8	56	9.4	125	20.0	195	32.6	222	37.1	417	69.7	

Annual Summary of MATH Scores 2005 through 2010

MATH Cohort	Year	# Tested	Mean Scale Score	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
6 th	2007	130	690.5	5	3.8	17	13.1	55	42.3	53	40.8	108	83.1
5 th	2006	139	670.5	14	10.1	24	17.3	74	53.2	27	19.4	101	72.2
4 th	2005	138	671.6	5	3.6	17	12.3	55	39.9	61	44.2	116	84.1
3 rd	2004	144	623.7	17	11.8	27	18.8	43	29.9	57	39.6	100	69.4
5 th	2007	147	690.1	8	5.4	18	12.2	57	38.8	64	43.5	121	82.3
4 th	2006	146	689.5	11	7.5	12	8.2	59	40.4	64	43.8	123	84.2
3 rd	2005	155	633.9	12	7.7	29	18.7	46	29.7	68	43.9	114	73.5
5 th	2008	130	704.1	5	3.8	8	6.2	43	33.1	74	57.0	117	90.0
4 th	2007	134	693.1	5	3.7	12	9.0	61	45.5	56	41.8	117	87.3
3 rd	2006	129	701.7	2	1.6	8	6.2	55	42.6	64	49.6	119	92.2
5 th	2009	121	706.0	0	0	6	5.0	37	30.6	78	64.5	115	95.0
4 th	2008	122	704.8	5	4.1	7	5.7	45	36.9	65	53.3	110	90.2
3 rd	2007	107	702.1	1	0.9	5	4.7	49	45.8	52	48.6	101	94.4
5 th	2010	131	698.0	6	4.6	20	15.3	49	37.4	56	42.7	105	80.2
4 th	2009	120	691.0	5	4.2	9	7.5	62	51.7	44	36.7	106	88.3
3 rd	2008	114	697.2	0	0.0	8	7.0	63	55.3	43	37.7	106	93.0
4 th	2010	163	702.0	4	2.5	35	21.5	57	35.0	67	41.1	124	76.1
3 rd	2009	134	692.0	1	0.7	10	7.5	81	60.4	42	31.3	124	92.5
3 rd	2010	92	703.0	5	5.4	25	27.1	25	27.1	37	40.2	62	67.4

Analysis of MATH Scores 2005 through 2010

In 2010, 75.4% of all of P.S. 120 students met or exceeded grade level expectations. Although the percentage of students meeting or exceeding grade level expectations has decreased significantly, the students' individual performance levels continues to rise as evidenced by the increase in the mean scale score from 696 in 2009 to 701 in 2010.

Likewise, each cohort group (Grades 4 and 5) demonstrated an increase in the average mean scale score from one year to the next with the most significant change in the fourth grade cohort where the scale score increased despite a traditional drop in score between third and fourth grades.

The percentage of children scoring above a scale score of 650 increased by 3.0% between 2009 and 2010 indicating, that despite the change in the norming from 2009 to 2010, students are making individual progress.

Implications for Instruction

We need to continue striving for excellence in mathematics learning and instruction. With the incorporation of the Common Core Standards, students must be held to a higher level of performance and understanding.

We must continue to have students working collaboratively to analyze, solve and reflect on mathematical problems. We need to continue to focus on the application of mathematical structures to contextually-based problems with an emphasis on the communication of understanding and representations. Students need to solve a variety of problems and communicate their understanding effectively using appropriate mathematical language. What children learn, they must learn well, perform well and communicate effectively.

SCIENCE

At P.S. 120, Science in Grades K through 5 follows the inquiry-based instructional practices recommended by the NYC Core curriculum utilizing the Foss Options Science Systems and additional school-based materials. All students in Grades K through 5 receive direct science instruction from science specialists at a minimum of 45 minutes per week. Instruction, offered through visual, auditory and kinesthetic modalities, provides differentiated learning experiences to meet the diverse needs of our school population.

Students in Grades K through 2 participate in Science cluster instruction 45 minutes per week. Those in Grade 3 participate for 90 minutes per week. Students in Grades 4 and 5 receive 90 minutes of cluster instruction per week. The upper grade Science specialist provides ongoing professional development to selected teachers on a weekly basis. In addition, students receive integrated science/literacy instruction from the classroom teacher using teacher created instructional materials, Science chapter books and a variety of commercially purchased materials.

Lower grade Science provides standards-based inquiry learning that integrates Earth Science, Physical Science and Living Environments. Topics include, but are not limited to, celestial movement, Earth's components, rocks, soil, physics of energy, magnetism, plant and tree structure and animal life. The upper grade Science curriculum is based on achieving scientific literacy for all students through inquiry, hands-on active learning, reflective thinking and research through reading.

Our student progress in Science has been steadily increasing. Students are developing more confidence in science ideas as is evidenced by their journal writing and state assessments. The ability of our students to perform hands-on tasks is a key to scientific literacy. Qualitative and quantitative assessments indicate that students who receive science instruction on a regular basis by a Science specialist show retention of content information.

Annual Summary of SCIENCE Scores 2007 through 2010

	# Tested	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
2010	158	7	4.4	14	8.9	66	41.8	71	44.9	137	86.7
2009	115	8	7.0	14	12.2	42	36.5	51	44.5	93	80.9
2008	124	5	4.0	16	12.9	45	36.3	58	46.8	103	83.1
2007	136	6	4.4	20	14.7	68	50	42	30.9	110	80.9

Analysis of Science Scores 2007 through 2010

From 2007 through 2010 there has been steady increase in student performance on the NYS Science assessment (from 80.9% in 2007 to 86.7 in 2010). Consequently, the percentage of students performing below grade level has decreased significantly from 19% in 2007 to 13% in 2010.

Implications for Instruction

- Continued use of a performance-based, developmental Science curriculum with collaboration between the classroom teachers and Science specialists.
- Support of ELL students with appropriately leveled science materials.
- Continuation of the annual school Science Fair.
- Scheduled field trips and school-based science activities.

Annual Summary of SOCIAL STUDIES Scores 2005 through 2009

	# Tested	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
2009	128	16	12.5	12	9.3	60	46.9	40	31.25	100	78.125
2008	118	7	5.9	6	5.1	48	40.7	57	48.3	105	89.0
2007	131	12	9.1	11	8.4	56	42.7	52	39.7	108	82.4
2006	123	9	7.3	8	6.5	54	43.9	52	42.3	108	87.8
2005	117	18	15.4	9	7.7	55	47.0	35	29.9	90	76.9

ELLs – 2009

	Total	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 & 4	%
Beginner	25	12	48.0	7	28.0	6	24.0	0	0	6	24.0
Intermediate	7	1	14.3	2	28.6	4	57.1	0	0	4	57.1
Advanced	22	2	9.1	0	0	18	81.8	2	9.1	20	91.0
All ELLs	54	15	27.8	9	16.7	28	51.9	2	8.3	30	55.6

ELLs – 2008

	Total	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Levels 3 and 4	%
All ELLs	32	4	12.5	4	12.5	21	65.6	3	9.4	24	75

Analysis of Social Studies Scores 2005 through 2009

An analysis of the data from 2005 through 2008 demonstrates a continued and steady increase in students performing at grade level or above from 76.9% to 89%. With the exception of 2007, there has been a corresponding decrease in the percentage of students performing below grade level.

From 2008 to 2009 the percentage of ELL students increased from 27% to 42% of the fifth grade population. With that increase there was a corresponding decrease in the percentage of students performing at or above grade level (at Levels 3 and 4) from 89% to approximately 78%. The significant number of Beginner ELLs in the 2009 – 2010 fifth grade class had a negative impacted the school's overall performance.

The 2007 results were cause for concern after making steady gains. As an academic team, we looked at the curriculum, materials and instructional practices with respect to Social Studies instruction. It was decided that our student population lacked both engaging, appropriately leveled instructional materials and enough personal experience to adequately process the content. New materials were purchased (beginning with the fifth grade) and a series of field trips were scheduled to enhance classroom instruction. These changes were made specifically to address the needs of our predominantly ELL population.

Consequently, in 2008, there were significant increases in student performance with a significant increase in Levels 3 and 4 and decrease in Levels 1 and 2.

For 2009 – 2010, we have purchased similar materials for Grade 4 and have planned to continue with relevant field trips. We have created a dedicated Social Studies cluster position. This teacher services students in Grades K through 5.

TECHNOLOGY

The primary computer program at P.S. 120 prepares children for their future computer activities. They are introduced to the parts of the computer and the appropriate care of the equipment. Initially, they are taught to utilize the mouse using reading and mathematics programs, but as they progress, they learn to make choices from menus, open and close programs, print and manipulate text. Using less complex programs, they learn to type, edit their typing, change fonts and colors, and cut and paste as an introduction to using word processing programs in the upper grades. They are also introduced to software that is brought into their classrooms for them to practice reading and math skills.

The upper grade computer program at P.S. 120 is based on an interdisciplinary approach. The bulk of student work is generated by using Microsoft Office applications such as Word, PowerPoint and Excel. Other applications include: Adobe Photoshop elements, Print Shop, iMovie (video editing), Garage Band (poetry and music authoring), and web-based activities such as the Stock Market Game. All projects are curriculum based for real world knowledge acquisition. Other projects include: Rosetta Stone and ELLIS software to assist English Language Learners. Children at P.S. 120 are keeping pace with the digital age and using today what they will use tomorrow in a global economy.

Student performance trends are correlated with a linear progression towards increased productivity and amount of teaching time allotted per grade—the more time on task given, the better the outcomes. When students have the opportunity to take technology classes from Grades 1 through 5, a sharp increase in overall performance is noticed.

We believe in ongoing professional development to build technological capacity within our building. RESO A funding allowed the purchase and installation of 34 computers in the main computer lab. Four new Smart Boards were purchased and permanently installed in classrooms that service ESL. We have purchased an additional Smart Board for our school library which is still under renovation. A class set of iPods has been purchased to use with our ESL students to help them become more fluent in English. We have just been notified that we are the recipient of a \$100,000 RESO A grant to continue to improve our Technology Program.

CHORAL MUSIC

Children are introduced to various aspects of music through choral singing, listening lessons, audio-visual lessons and piano keyboard skills.

The choral singing utilizes song charts where the children are encouraged to read the lyrics to the songs. Even at the primary level, key words in the song, such as turkey or chicken, are highlighted to emphasize the actual printed word with the sounding word. An Inquiry Program is currently in place to monitor the benefits of the choral singing with the reading levels of the children. The choral singing is really an extension of shared reading.

The audio-visual component also reinforces the shared reading song chart. The animated song has the lyrics listed below, so again, the students are exposed to the printed word and the subsequent association between sounds and print.

Through the use of the piano keyboards, various motor skills are developed, as well as eye-hand coordination since the student is expected to see the printed notes and play the associated note on the keyboard. There is an obvious range of motor skills that can be observed. When compared with classroom skills, there is an immediate correlation.

As physical space allows, certain movement activities are also included in the Music Program. Again, this provides the students with an opportunity to develop motor skills, as well as social and interactive skills.

INSTRUMENTAL MUSIC

The Instrumental Music Program at P.S. 120 follows the guidelines and music standards found in the NYS Learning Standards for the Arts. This program consists of teaching band, guitar and recorder, along with teaching general music classes. Performances (concerts) are incorporated into the Kindergarten through Grade 5 Music Program.

When students at P.S. 120 begin their Instrumental Music Program, they should already have an understanding of basic music principles and music vocabulary, as well as understanding how to apply them both in the listening and the performance of music. Students are taught how to listen to and appreciate all types of genres of music in both the American and international idioms. Students are able to identify specific music with specific artists. Music is especially beneficial to our large ELL population as they improve their skills in learning language, such as pronunciation and vocabulary. It also helps to improve listening and reading skills.

It is our belief that through participation in both a Choral and Instrumental Music Program, our students will learn cooperation, self-discipline, responsibility, pride and a love of music that will carry beyond the classroom and last a life time.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

PUBLIC SCHOOL 120 – ANNUAL SCHOOL GOALS

- GOAL 1** **Literacy**—By June 2011, there will be a 1% increase in the number of students making at least 1 year of progress in Literacy. (The NYS English Language Arts Assessment will measure the progress of students in Grades 3, 4 and 5. Since we are a Teachers College Balanced Literacy school, all students in Grades Kindergarten through 5 are assessed 4 times a year using the TC Reading Assessment. This assessment provides a very exact measurement of student reading levels.)
- GOAL 2** **Mathematics**—By June 2011, there will be a 1% increase in the number of students making at least 1 year of progress in Mathematics. (The NYS Mathematics Assessment will measure the progress of students in grades 3, 4 and 5. Students in Grades Kindergarten through 5 are assessed regularly (monthly) to monitor student progress.)
- GOAL 3** **Science**—By June 2011, there will be a 1% increase in the number of students reaching or exceeding grade level standards in Science as measured by The NYS Science Assessment. We will continue to follow the inquiry-based instructional practices recommended by the NYC DOE utilizing the FOSS curriculum in Grades Kindergarten through 5.
- GOAL 4** **Music**—By June 2011, 90% of all students in Grades Kindergarten through 5 will be participating in music instruction through Music and the Brain, choral singing, band or guitar playing.
- GOAL 5** **English Language Learners**—By June 2011, 5% of mandated ELL's will increase their language acquisition as per NYSESLAT results.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): LITERARY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 1% increase in the number of students making at least one year of progress.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continued participation in the Teachers College Reading and Writing Program including the implementation of all components of the Balanced Literacy model. • Daily literacy block including: <ul style="list-style-type: none"> ○ 45-minute reading workshop ○ 45-minute writing workshop ○ 15-20 minute Read Aloud ○ 15-20 minute word study, spelling and/or vocabulary development • Ongoing professional development provided by in-house Literacy Coach for all classroom teachers in Pre-K through Grade 5. • Ongoing professional development through Teachers College. This professional development is differentiated to address the many aspects of literacy as it pertains to different grades, special needs students and ELL students. • Utilization of data (running records, conference notes, periodic assessments, TC assessments and standardized tests) to monitor progress and differentiate instruction.

	<ul style="list-style-type: none"> • Foundations Program used for all students in Grades K through 2. • Wilson Program provided to at-risk students. • Saturday Language Expansion Program for ELLs. • Reduced class size in Kindergarten, Grades 1, 2 and 5.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • C4E funds used to pay for literacy coach. • Professional development purchased through Teachers College (10 visits by TC Staff Developer. • Teachers/Administrators participate in Teachers College seminars. • Teachers/Administrators participate in ongoing professional development in a variety of areas (ELLs, technology, etc.). • Saturday Language Expansion Program for ELLs funded through Title III.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • TC Assessments • Periodic Assessments • Conference Notes • Running Records • 2010 ELA

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **MATHEMATICS**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 1% increase in the number of students making at least one year of progress.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Ongoing professional development provided by in-house Mathematics Coach to all classroom teachers in Pre-K through Grade 5. • Monthly Pacing Calendar provided to all classroom teachers. • NYS licensed and certified Mathematics teacher provides critical thinking skills to students in Grades 3 through 5. • Eight periods or equivalent of mathematics instruction by classroom teacher. • One period of Everyday Math games or problem-solving workshop weekly in Grades 3 through 5. • Utilization of data (unit tests, periodic assessments, extended response questions, standardized tests) to monitor progress and differentiate instruction. • Ongoing Math contests. • Hands-on classroom activities • Supplemental Math programs—Everyday Counts and Math Steps used in all classrooms. • Parent Math workshops. • Saturday Mathematical Language Program for ELLs. • Reduced class size in Kindergarten, Grades 1, 2 and 5.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will</p>	<ul style="list-style-type: none"> • Mathematics Coach funded through Title 1 • Ongoing mathematics professional development by in-house coach for all teachers—General Education, Special Education, ESL. • Saturday Mathematics Expansion Program funded through Title III.

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Everyday Mathematics Unit Assessments • Periodic Assessments • Conference Notes • 2010 NYS Mathematics Exam

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be a 1% increase in the number of students reaching or exceeding grade level standards as measured by the NYS Science Assessment.</p> <p>To continue to follow the inquiry-based instructional practices recommended by the NYC DOE utilizing the FOSS curriculum in Grades K through 5.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Continued implementation of the inquiry-based FOSS Science curriculum in Grades K through 5.
- Continued professional development offered to staff by in-house Science specialists, in addition to the Science instruction provided by classroom teachers.
- Science instruction differentiated to meet the diverse needs of our school population.
- Hands-on Science instruction offered through multiple modalities (predominantly visual, auditory and kinesthetic).
- Continued focus on building scientific vocabulary.
- Implementation of a content-specific vocabulary program during extended day for all ELL and IEP students.
- Saturday Language Expansion classes for ELLS.
- Reduced class size in Kindergarten, Grades 1, 2 and 5.
- Utilization of data to monitor progress and differentiate instruction.
- Continue to maintain a community gardening project in collaboration with Trust for Public Land.
- Continue to maintain our partnership with Farms For City Kids.
- Continue to maintain a *Parents as Partners* Science reading program.
- Integration of Flight and Rocketry into the Science curriculum to be funded by the American Institute of Aeronautics and Astronautics.
- Alley Pond Environmental Center collaboration through CASA grant for ELL students.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Professional development provided by two in-house Science specialists—one dedicated to lower Grades (K – 2); one dedicated to upper grades (3 – 5). • Saturday Language Expansion Program for ELLs (focus on Science) funded through Title III. • Various small grants dedicated to the improvement of Science literacy.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Unit Assessments in Science • NYS Science Assessment

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): MUSIC

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of all students in Grades K through 5 will be participating in music instruction.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All students in Grades K through 2 will learn to play the piano via participation in the Music and the Brain Program. • All students in Grades 3 through 5 will participate in our orchestral music class. • All students in Grade 3 will learn to play the recorder.

	<ul style="list-style-type: none"> • There is a school chorus program. • There is a P.S. 120 school band. • Grade 5 students will participate in a Ballroom Dance residency. • Grade 3 students will participate in an Indian Dance residency. • Dedicated guitar class. • Dedicated band class.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Two State certified music teachers (Fair Student Funding). • Title III funding.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher Assessment

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): ELLs – English Language Learners

REQUIRED APPENDICES TO THE CEP FOR 2010-2011	
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> <p>Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 members; and implementation timelines. Will not be required for this year.)</p>	<p>By June 2011, 50% of mandated ELLs will increase their language acquisition as per NYSESLAT results.</p>
<p>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</p>	<ul style="list-style-type: none"> Continued participation in the Teachers College Reading and Writing Program, including the implementation of the Balanced Literacy model Ongoing professional development by the ESL in-house coordinator Ongoing professional development by the in-house literacy coach (currently obtaining her EGC State certification)
<p>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS</p>	<p>Expansion Program offered to ESL students.</p>
<p>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS</p>	<p>Expansion Program offered to ESL students.</p>
<p>APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS</p>	<p>Expansion Program offered to ESL students.</p>
<p>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT</p>	<p>Expansion Program offered to ESL students.</p>
<p>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)</p>	<p>Expansion Program offered to ESL students—basic survival vocabulary.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule APPENDIX 7: TITLE I, PART A – SUPPORT FOR ALL SCHOOLS</p>	<p>Professional development offered in-house by the ESL coordinator and in-house literacy coach.</p> <ul style="list-style-type: none"> Saturday Language Expansion Program for ELLs.
<p>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)</p>	<ul style="list-style-type: none"> Two ESL teachers.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> Teacher-made Assessments Assessment Pro Periodic Assessments

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	134	134	N/A	N/A	5	3	3	0
1	154	154	N/A	N/A	5	0	0	0
2	125	125	N/A	N/A	10	0	0	0
3	0	0	N/A	N/A	11	0	0	0
4	0	0	0	0	7	0	0	0
5	149	149	0	0	8	1	0	0
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students identified as not reaching appropriate grade level benchmarks are provided with a variety of intervention services. All students in Grades K, 1 and 2 participate in the Foundations Program. Through strategic funding of early childhood funds, an additional class was put on Grades K, 1, 2 and 5 to reduce the ratio of students to teacher. Additionally, all mandated ESL students and all students with an IEP in Grades 1 through 5 stay for extended day. The focus of the Extended Day Program is vocabulary development. Test preparation is infused into the daily teaching program. ELL students will be awarded the opportunity to participate in a Saturday Language Expansion Program.
Mathematics:	Through strategic funding of early childhood funds, an additional class was put on Grades K, 1, 2 and 5 to reduce the ratio of students to teacher. Additionally, all mandated ESL students and all students with an IEP in Grades 1 through 5 stay for extended day. Test preparation is infused into the daily teaching program. ELL students are awarded the opportunity to participate in a Saturday Language Expansion Program.
Science:	Science support is provided through a hands-on experiment program that focuses on scientific skills and knowledge that can be applied toward the curriculum and state assessments in Science. We have utilized our funding to allow us to have a second Science lab dedicated to the early childhood grades. Throughout the year, the upper grade Science teacher participates in a rotating Science Enrichment Program. Science professional development with enrichment opportunities for students is provided yearly to two additional classes/groups on a weekly basis. Science test preparation is infused into the daily teaching schedule. ELL students are awarded the opportunity to participate in a Saturday Language Expansion Program.
Social Studies:	Social Studies support is provided through a document-based program that focuses on skills and knowledge that can be applied toward the curriculum and state assessments in Social Studies. An integral part of the daily Balanced Literacy Program is the focus on Social Studies content and essay writing. All students are provided with Social Studies instruction two/three times per week.

At-risk Services Provided by the Guidance Counselor:	Counseling services conducted in English, Chinese and Spanish are provided throughout the school day to identified students on an as-needed basis.
At-risk Services Provided by the School Psychologist:	Counseling services conducted in English and Spanish are provided to both students and their families on an as-needed basis. Outside referrals are made when appropriate.
At-risk Services Provided by the Social Worker:	Counseling services are provided throughout the school day to identified students on an as-needed basis.
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

SEE ATTACHMENTS ----- P.S. 120 Language Allocation Policy Worksheet Attachment, LAP-Attachment I, LAP-Attachment II, LAP-Attachment III, LAP-Attachment IV, LAP-Attachment V,VI and LAP-Attachment VII

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) PK – 5 Number of Students to be Served: 882 LEP 327 Non-LEP 555

Number of Teachers: 50 Other Staff (Specify) 39 (Administrators / Guidance Counselor / Paras / School Aides / Kitchen / Custodial)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instructional Program

P.S. 120Q will have the following Title III Instructional Programs:

- **Saturday Program:**

This program is designed for entitled students in Grades K through 5. The program will focus on vocabulary development through core content area subjects as aligned with New York State standards. Particular focus for students in Grades K through 2 will be to enhance and develop their listening and speaking abilities. Activities will be supported by print rich materials that are child-friendly.

Children in Grades 3 – 5 will be focusing on reading and writing through core content matter. Non-fiction texts will be used and lessons will include, but are not limited to, 'word play' activities. Students will diagram sentences, exchange vocabulary and use multiple graphic organizers to assist in reading and writing.

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

There will be nine sessions for eight groups of 20. Therefore, there will be eight classes, each led by a dual-licensed (ESL/Common Branch) teacher. The program hours will be from 7:30 – 9:30 am. This program will begin on or near February 12, 2011 and continue to approximately April 30, 2011 in order to help students perform on NYSESLAT.

- **Art Residences:**

This year, our ESL students will be participating in three different Art Residences. Via dance and

storytelling, our ESL students will be developing vocabulary, practice listening and speaking, and create and develop fictional stories in print. Our students in Grade 2 will participate in an **Indian Dance Residency**. Students in Grades 4 and 5 will participate in a **Ballroom Dancing Classroom Residency**. Our students in Grades K and 1 will partake in a **Storytelling Residency**.

The **Indian Dance Residency** will take place every Monday for a one 45-minute period, beginning on January 3, 2011 and will run for ten weeks. A trained Indian dancer from Suparc Inc. will conduct the residency. A final performance will occur on the 11th week. Five Grade 2 classes containing ESL students will participate. The **Dancing Classroom Residency** will take place on Tuesday and Wednesdays for a one 45-minute period, beginning on or about January 4, 2011 and will last for ten weeks. A trained dancer will conduct the residency. Grade 4 and 5 classes will be participating. Every class involved has mandated ESL students. Our **Storytelling Residency** will begin in December 2010. LuAnn Adams, renowned storyteller, will conduct the residency. There will be ten classes participating for a one 45-minute period from Grades K and 1.

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

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

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program:

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

We have expanded our self-contained ESL classes to include Grades Kindergarten through 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 37% of our students are LEP. The majority of our students were LEP when they started at P.S.120. Our students are at different levels of language acquisition. We also have a high mobility rate. Teachers need to learn appropriate strategies to help our LEP students learn English, and they also need to be sensitive to our culturally diverse population. The ESL staff leads discussions which helps to improve communication and develops a better awareness of ESL student needs. Strategies used by ESL teachers in literacy and content area instruction are shared.

Parent/Community Involvement

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

Parent involvement activities geared toward our multilingual population will continue. Family Literacy Nights and Family Math Night have been expanded to other curriculum areas to support the school’s effort in making sure that parents have the opportunity to actively participate in their children’s education. Monthly after school and/or evening activities will be scheduled during the 2010 – 2011 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 speaking parents are available for all communications and during all meetings. The Parent Coordinator avails herself to all parents in the morning during arrival and in the afternoon during dismissal in a visible location at the entrance of the school.

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

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

Project Jumpstart

Before the start of the school year for students, this school is open to receive registrants who did not enroll their child during the Spring registration period. A home language survey is distributed to these registrants to assess dominance of language. A parent survey is also given to parents for the identification of the program they wish for their child's placement.

Multiple monthly orientations are scheduled for all newly enrolled ELL parents to inform them of the programs available for instruction for their children who do not speak English. The information includes, but is not limited to, the process used for English instruction, materials available for all students, strategies for introducing child to survival language and home interactive activities that allow children to extend their learning to home.

An informative brochure is distributed to the parents of all newly enrolled students which informs of the various programs available to them, as well as lists a series of answers to frequently asked questions about ELL programs.

The identification process is completed during the beginning weeks of school to ensure proper placement for all services and to properly align instruction for multilevel student interaction. Home language and parent surveys are reviewed for all information and used to determine testing and assessment candidates. A collaborative meeting is held with ELL and bilingual service providers, classroom teachers and a supervisor to ensure the alignment of all services provided for English instruction.

Section III. Title III Budget

School: 25Q120 P.S. 120Q BEDS Code: 342500010120

School Building Budget Summary + *SEE ATTACHMENT – 25Q120 ‘BUDGET NARRATIVE’*

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional Staff - per session, per diem (Note: Schools must account for fringe benefits)	\$6,045.12 (TR) \$989.55 (SU) \$1,876.78	Test Sophistication/Language Expansion
Parent Involvement	\$1,700.00	Evening Cultural Presentations ESL Parent Trips (Admissions and Travel Expenses)
Supplies and Materials	\$13,298.59	Instructional Materials Multicultural Classroom Libraries Professional Texts
Other (Arts Residencies)	\$29,449.96	Classroom Residencies
TOTAL	\$53,360.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

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.

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$493,954	\$29,237	\$523,191
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,939	---	---
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,698	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$49,395	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part B: 1: General Expectations – P.S. 120Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level Parental Involvement Policy meets the requirements of Section 1118(b) of the ESEA, and includes, as a component, a school-parents compact consistent with Section 1118(b) of the ESEA.
- The school will incorporate this Parental Involvement Policy into its school improvement plan.
- In carrying out the Title I, Part A parental requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way and meaningful communication involving students academic learning and other school activities, including ensuring—

- Parents play an integral role in assisting their child’s learning.
- Parents are encouraged to be actively involved in their child’s education at school.
- Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Part B: 1: Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. 120Q** will involve parents in the joint development of its school parental involvement plan under Section 1112 of the ESEA. P.S. 120 will convene a meeting to inform parents of the Title I program and their right to be involved.

2. **P.S. 120Q** will involve parents in the process of school review and improvement under Section 1116 of the ESEA. P.S. 120 will inform parents in a timely manner of meetings to involve them in the planning, reviewing and improving of the Parental Involvement Policy.
3. **P.S. 120Q** will provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. P.S. 120 will involve parents in professional development activities based on need/interests—adult ESL classes, reading/math workshops. P.S. 120 will also provide parent workshops through the Parent Coordinator.
4. **P.S. 120Q** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: four full day Pre-Kindergarten classes and one Pre-Kindergarten social worker once a week.
5. **P.S. 120Q** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background). P.S. 120 will use the findings of the Learning Environmental Survey to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies. P.S. 120 parents will receive the DOE Learning Environmental Survey in their home language to be done online or handwritten.
6. **P.S. 120Q** will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parent and to support a partnership with the parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described below –
 1. New York State academic content standards
 2. New York State student academic achievement standards
 3. New York State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress and how to work with educators. (List activities such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:
 - Curriculum Conferences
 - Title I Parent Orientation Meeting

- Parent-Teacher Conferences
- Open School Week
- Parent Association Meetings
- Parent volunteers for school activities and field trips
- ESL adult literacy classes and trips
- Various workshops
- Family Math Night and Family Literacy Nights
- Gardening Day
- Guidance Support Meetings – “Breakfast Club”
- Memos and letters with varied languages available upon request

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part B: 2: P.S. 120Q Required School-Parent Compact Provisions – School Responsibilities

P.S. 120Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership that will help children achieve New York State high standards. This school-parent compact is in effect during school year 2010 – 2011.

P.S. 120Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the New York State student academic achievement standards as follows:
 - P.S. 120 will provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

2. Hold Parent-Teacher Conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - P.S. 120 anticipates holding Parent-Teacher Conferences Fall 2010 and Spring 2011
 - P.S. 120 will hold individual Parent-Teacher Conferences if needed throughout the year
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - School Leadership Team Meetings—newsletters/published minutes
 - Parents Association Meetings
 - School calendars
 - Memos and letters (with various translated languages available upon request)
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Before-school meetings
 - Meetings during teachers' preparatory breaks
 - Bi-yearly Parent-Teacher Conferences
 - Phone conferences provided during the school day as needed
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents will be invited to attend Open School Week
 - Parents will be invited to attend writing celebrations that coincide with the Teachers College Writing Calendar
 - Parents will be invited to attend grade specific assemblies
 - Parents will be invited to attend Project Arts culminating activities
 - Parents will be invited to attend any celebrations of our school-wide enrichment model
 - Parents will be invited to accompany classes on field trips
 - Parents will be invited to Parent Coordinator workshops

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

- Student Data
- Standardized test scores for Grades 2 – 5 including:
 - ✓ Teachers College Assessments Grades K – 5
 - ✓ NYS Mathematics Exam
 - ✓ NYSESLAT
 - ✓ NYS ELA Exam
 - ✓ NYS Science Exam
- Annual School Report Card
- Princeton Review Interim Assessments
- Data Analysis (Acuity, Scantron, Periodic Assessments)
- Quality Review
- ATS Reports
- Classroom Performance/Teacher Observations
- Alternative Assessment Instruments
- Parent Involvement Attendance Records
- Scheduling Records
- Surveys
- Academic Intervention Services Tracking Sheets
- Student Portfolios
- Performance Standards
- Suspension Rates
- Teacher Plan Books and Logs
- Minutes of Grade and Faculty Conferences
- Minutes of School Leadership Team Meetings

At various times throughout the school year, staff and parents are provided with information resulting from these assessments. Discussions ensue regarding the educational implications. Each meeting or conference includes a discussion period amongst participants and a question and answer period. When information is disseminated via letters or reports, parents are always invited to contact staff to further discuss the results and their implications. Dissemination of information is reported via:

- Leadership Team Meetings
- DOE Website
- Parents Association Meetings
- Distribution of Annual School Report Card
- Academic Intervention Notification Letter

- Title I PCEN Parent Program Orientation
- Title I PCEN Mid-Year Assessment Letter
- Student Reports Cards
- Faculty Conferences
- Grade Conferences
- Academic Intervention Services Meetings
- Parent-Teacher Conferences
- Staff Development Programs
- Parent Workshops

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

100% of the P.S. 120 faculty is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

High quality, ongoing professional development is provided by one in-house Literacy Coach and one in-house Mathematics Coach. We have purchased 20 days of in-house training from Teachers College. Staff is sent out regularly to professional development seminars.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We are currently in an excess situation. In the past, we have reviewed resumes and interviewed prospective teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent/student activities are scheduled on an ongoing basis.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P.S. 120 hosts an Open House for Pre-Kindergarten and Kindergarten students and their parents prior to the start of Pre-Kindergarten and Kindergarten. These parents and children are taken on a tour of the school building.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Ongoing professional development is provided to teachers with regard to the utilization of data.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Literacy "Implications for Instruction" in SECTION IV: Needs Assessment

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The adoption of the schoolwide program model in 2006 allowed this school to commingle funding to provide academic support for all children.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$414,921 + \$2,064	✓	
Title I, Part A (ARRA)	Federal	✓			\$28,945	✓	
Title II, Part A	Federal	✓			\$37,976	✓	
Title III, Part A	Federal				\$57,360		
Title IV	Federal				---		
IDEA	Federal				---		
Tax Levy	Local				\$3,618,499		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

NONE

2. Please describe the services you are planning to provide to the STH population.

NOT APPLICABLE to P.S. 120

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 120 Queens					
District:	25	DBN:	25Q120	School		342500010120

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	72	72		96.3	96.1	96.7
Kindergarten	126	145	133				
Grade 1	121	137	152	Student Stability - % of Enrollment:			
Grade 2	93	120	125	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	142	92	133		87.5	90.5	86.2
Grade 4	120	148	104				
Grade 5	120	131	165	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		66.9	85.3	85.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	794	845	885	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					50	47	86

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	10	9	Principal Suspensions	7	0	6
# in Collaborative Team Teaching (CTT) Classes	0	16	21	Superintendent Suspensions	2	1	8
Number all others	38	31	32				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	21	25	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	263	313	TBD
# ELLs with IEPs	4	24	TBD
Number of Teachers	52	51	53
Number of Administrators and Other Professionals	11	10	8
Number of Educational Paraprofessionals	2	2	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.5	88.2	94.3
				% more than 5 years teaching anywhere	84.6	80.4	90.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	94.0	94.3
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.6	1.5	0.7				
Hispanic or Latino	17.9	17.5	16.6				
Asian or Native Hawaiian/Other Pacific	76.6	77.2	78.5				
White	3.8	3.6	3.2				
Male	51.6	52.1	52.0				
Female	48.4	47.9	48.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	61.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

This entire section must be completed for each budget submitted.

SECTION XVII

BUDGET NARRATIVE – 25Q120

School District 25

For Title III Instructional Program 2010 – 2011

BEDS Code 342500010120

**** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION**

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	<p><i>Saturday Program (8 Teachers) @ 9 sessions @ 2 hours @ \$41.98= 8 x 9 x 2 x \$41.98 = \$6,045.12</i></p> <p><i>(1 Supervisor) @ 9 sessions @ 2.5 hours @ \$43.98= 1 x 9 x 2.5 x \$43.98 = \$989.55</i></p> <p><i>Fringe Benefits \$1,876.78</i></p> <p><i>TOTAL = \$8,911.45</i></p>
<i>Code 40 Purchased Services</i>	<p><i>Art Residencies \$29,449.96</i></p> <p><i>Parent Admissions to Cultural Institutions \$500.00</i></p> <p><i>TOTAL = \$29,949.96</i></p>
<i>Code 45 Supplies and Materials</i>	<p><i>Instructional Supplies for Saturday Program 8 classes @ \$723.57 per class = \$5,788.56</i></p> <p><i>Multicultural Classroom Libraries \$7,010.03</i></p> <p><i>Professional Texts for Adult ESL Classes \$500.00</i></p> <p><i>TOTAL = \$13,298.59</i></p>
<i>Code 46 Travel Expenses</i>	<p><i>Parent Trips \$1,200.00</i></p> <p><i>TOTAL = \$1,200.00</i></p>
<i>TOTAL</i>	<i>TOTAL ALLOCATION = \$53,360.00</i>

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 120 Queens					
District:	25	DBN:	25Q120	School		342500010120

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	72	72		96.3	96.1	96.7
Kindergarten	126	145	133				
Grade 1	121	137	152	Student Stability - % of Enrollment:			
Grade 2	93	120	125	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	142	92	133		87.5	90.5	86.2
Grade 4	120	148	104				
Grade 5	120	131	165	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		66.9	85.3	85.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	794	845	885	(As of October 31)	2007-08	2008-09	2009-10
					50	47	86

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	10	9	Principal Suspensions	7	0	6
# in Collaborative Team Teaching (CTT) Classes	0	16	21	Superintendent Suspensions	2	1	8
Number all others	38	31	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	21	25	TBD	Number of Teachers	52	51	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	10	8
# receiving ESL services only	263	313	TBD				
# ELLs with IEPs	4	24	TBD	Number of Educational Paraprofessionals	2	2	5

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.5	88.2	94.3
				% more than 5 years teaching anywhere	84.6	80.4	90.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	94.0	94.3
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.6	1.5	0.7				
Hispanic or Latino	17.9	17.5	16.6				
Asian or Native Hawaiian/Other Pacific	76.6	77.2	78.5				
White	3.8	3.6	3.2				
Male	51.6	52.1	52.0				
Female	48.4	47.9	48.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	61.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 207	District 25	School Number 120	School Name
Principal Joan M. Monroe		Assistant Principal Francine A. Marsaggi	
Coach Brandi Seda, Literacy		Coach Peggy Kump, Mathematics	
Teacher/Subject Area John Barone, ESL		Guidance Counselor Di Wu	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Martha Cardenas	
Related Service Provider type here		Other type here	
Network Leader Peggy Miller		Other type here	

B. 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	12	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	810	Total Number of ELLs	327	ELLs as Share of Total Student Population (%)	40.37%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Part II: ELL Identification Process

We identify English Language Learners through the following procedures. During the screening process if the home language is English, the student is not a LEP and enters a general education program. If the home language is other than English, we then conduct an informal interview both in the native language and English. The interview is conducted by the following licensed pedagogues: John Barone (Spanish), Pei Pei Kuo (Chinese), Valerie Yu (Chinese). If the student speaks a language other than English and speaks little or no English, an initial assessment is conducted using the LAB-R. The following ESL licensed pedagogues administer the LAB-R: John Barone (ESL Coordinator), Pei Pei Kuo (ESL teacher). If the student scores at beginning, intermediate or advanced level the student is identified as a LEP. If the student scores at a proficient level, the student is identified as a non- LEP. Following the exam, the LEP student is placed in one of the following programs: Freestanding ESL or Bilingual Education. We evaluate each LEP through the NYSESLAT annual evaluation. Services are continued if the student scores at beginning, intermediate or advanced level. A proficient level indicates the student is not LEP and enters a general education program.

We make sure that all ELL parents understand their options by doing the following. An entitlement letter is sent to the parent in their native language indicating their child's LAB-R score. The letter explains the following three programs that NYC offers the parent: Transitional Bilingual Education, Dual Language, and Freestanding ESL. The letter is sent within the ten day allotted period to administer the LAB-R to the newcomer. The parent is given three dates to view the orientation video explaining all three programs in their native language. (See Appendix 1) We have a schedule of these dates embedded into the school schedule. Opportunities are offered every Tuesday of the month in the morning at 8:00 am and the afternoon at 1:30 pm. There are at least two licensed ESL pedagogues to answer parent questions and explain their options: John Barone (Spanish), Pei Pei Kuo (Chinese).

P.S. 120 ensures that communication with the ELL parent is prompt and understandable. Entitlement letters are downloaded in different languages from the Office of ELLs website 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 the secretary and 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 15 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 criteria used to place ELL students in programs follows the NYC Department of Education policy, Title III of the No Child Left Behind Act, Title VII of the Bilingual Education Act and Title VI of the Civil Rights Act of 1964. Once the student has been identified as an ELL, we take into account the different languages, cultures, education levels, abilities, and amount of time spent in English speaking school systems. We look at the program selection form and try to honor the parents' first choice. We speak to the parent during the orientation meeting and try to fill in the gaps on any question that arises. Once the child has been placed, a placement letter in the parents' home language is sent informing them of the program the child is in. If the parent would like to discuss the placement, they are free to call the number provided and speak to a school official who speaks their native language.

The Parent Selection Forms are the bases for our ELL programs. After reviewing the Parent Selection Forms over the past 3 years, the trend shows that the number of parents who prefer the Freestanding ESL program is steadily decreasing. In the year 2008 to 2009, 80% of the parents chose the Freestanding ESL program, 20% chose the Chinese Bilingual program, and 0% chose the Dual Language program. In the year 2009 to 2010, 46% of the parents chose the Freestanding ESL program, 17% chose the Chinese Bilingual program, and 38% chose the Dual Language program. In the current school year 2010 to 2011, 20% of the parents chose the Freestanding ESL program, 44% chose the Chinese Bilingual program, and 35% chose the Dual Language program. (See Appendix 2- ATTACHMENT II) There has been enough interest to form one Chinese Transitional program in Kindergarten over the past 3 years. In the past two years, there has been an increasing interest in a Chinese Dual Language program.

We honor our parents' choices and respect their requests when possible. Our Freestanding ESL and Transitional Chinese Bilingual programs are aligned with what the parents request. We have seen a spike in parents requesting the Dual Language program. We currently are not aligned to offer this program due to funding and time constraints, but we have started the process by reaching out to the districts compliance officer, Gary Goldenback and Martine Santos, a Dual Language Specialist to begin the process of forming one Kindergarten Dual Language class in the 2011/2012 school year.

Part III: ELL Demographics

A. ELL Programs

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

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	25													25
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	30	52	26	55	36	57								256
Push-In	1	16	23			6								46
Total	56	68	49	55	36	63	0	0	0	0	0	0	0	327

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	327	Newcomers (ELLs receiving service 0-3 years)	249	Special Education	29
SIFE	1	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	25									25
Dual Language	0									0

ESL	222	1	26	50		3														272
Total	247	1	26	50	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	297
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>																				

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	11	7	4	3	6								33
Chinese	49	48	40	44	30	51								262
Russian														0
Bengali				2										2
Urdu	1	3	1	4	2	3								14
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi					1	1								2
Polish														0
Albanian														0
Other	3	5	2		1	2								13
TOTAL	56	67	50	54	37	63	0	327						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Part IV: ELL Programming and Scheduling

P.S. 120 offers two models of instruction, push-in and self-contained classrooms. Our self-contained classes are formed through a heterogeneous grouping in all grades K-5. Our push-in service consists of two teachers, John Barone and Pei Pei Kuo, who service grades K-3. These two teachers work collaboratively with the classroom teacher to provide instruction aligned with all subject standards. The ESL coordinator ensures that the mandated number of instructional minutes is provided in each program. The instructional minutes for students mandated for 360 minutes a week are met by selecting the advanced and intermediate students and placing them in one of our self-contained classrooms with a dual licensed ESL/CB teacher for the whole day. The advanced ELLs receive their mandated 180 minutes a week by having one of the push-in teachers go into the mainstream classroom and work with students using ESL strategies. 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.

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

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

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, small group instruction with the F-Status provider, and entrance into the Early Bird program. The student is also taught in their native language, where applicable. We understand that a SIFE student can have intensive social and emotional needs. They can show withdrawal or display aggressive behavior in the classroom. Therefore, we provide

guidance services to help the student get adjusted to his/her new environment.

In addition to their 360 mandated minutes, we offer the newcomers a six-week vestibule program in grades K-5. These students are introduced to basic survival vocabulary and important phrases like, "Can I please go to the bathroom?" The program also involves touring the school to make sure they know important areas while learning English. Once the six weeks have been completed, we start a new cycle that includes newcomers that arrived during the previous cycle. We structure our program in cycles in order to keep the class size small. (See Appendix 3--ATTACHMENT III) In the classrooms, newcomers are made to feel welcomed by celebrating their culture and encouraging the students to speak their own language. In our Chinese Transitional Bilingual program, Chinese culture is celebrated through visual presentations. In all self-contained ESL classes the rooms are labeled with words that can support the acquisition of English.

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

In grades 3-5 state exams are given to ELLs. Our plan for ensuring that the ELLs identified as having been in a NYC school for over a year is to prepare them for the rigors of the exams. We do this in following ways. The first is in the classroom, where they are exposed to the rigorous standards that they are held accountable to meet. The second is through an intensive test prep program opened to ELLs on Saturdays. We allow current and former ELLs to participate in ELA, Mathematics and NYSESLAT test prep programs taught by licensed ESL teachers. In these lessons the ELL teachers familiarize the ELLs with the format of the test in order for the ELLs to metacognitively decide strategies. During the week, test prep is also conducted, as the ELLs are broken-up into groups and taught strategies to pass the test. We also have an F-Status teacher, Maria Flaherty, working with the ELLs 2 days a week in small groups. Our third solution is to only include ELLs in the extended day sessions. During the 37.5 minutes, we use the Passwords program to increase academic vocabulary through social studies and science. The work is grade appropriate but differentiated instruction is used to reach the ELLs according to their level. Our last strategy is to continue to build academic vocabulary, phraseology and time expressions during the schools SPARKLE period. During the 25-minute block, teachers create Read Aloud lessons and content area themes that incorporate the four modalities of language acquisition. In addition, lessons include a technology piece and a hands-on activity.

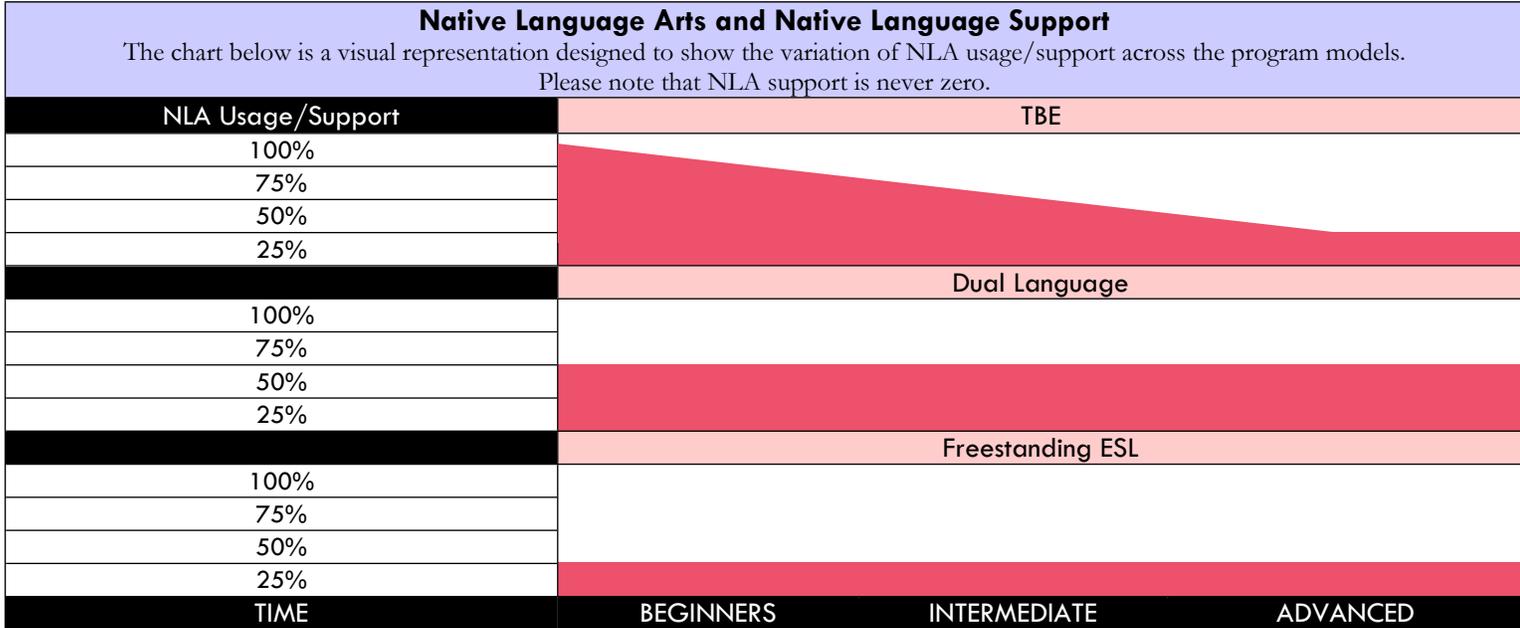
For potential long term ELLs in years 4-6, and long term ELLs who have completed year 6, we recognize that these students lack background knowledge and academic vocabulary. For both sub-groups, the instructional decisions that have been made are to build these deficiencies through a district initiative addressing academic language. Our school created an Early Bird program utilizing Lilly Wong Fillmore's Deconstruct/Reconstruct strategy. Teachers are honing in on phraseology, vocabulary, and time expressions that carry units of meaning in all content area material. The use of the Language Experience approach is also a strategy used to build background knowledge in both sub-groups. Through this method ELLs attend class trips to museums, parks, and other curriculum warranted places.

For ELLs identified as having special needs we obtain a copy of their IEP from the School Assessment Team. We can then follow their IEP by examining the goals that have been given to each student on page 6. We collaborate with the special education provider, the SETSS teacher, Felicina Cabrera, the Integrated Co-Teaching classroom teachers, Rosalia Palomero, Alba Gotay and Chrisoula Miroulis, or the self-contained special education teacher, Nicole Curcio, as these goals will ask in many cases for ESL methodology to be used. We also ensure that the testing modifications are followed when administering all exams including the state and city examinations.

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Continued -

The intervention programs offered to the ELLs for ELA and content area study begin with small group differentiated instruction with an F-status teacher. Throughout the year the ELLs work on specific areas of state mandated exams to increase their knowledge base on test directives and terminology. Our second intervention involves the use of the i-Pod Touch for ELLs in years 4-6. Last year through our Early Bird program, ELLs were taught grade standard content by increasing their understanding of phraseology and vocabulary. Both these programs are offered in English.

Our transitional support for ELLs reaching proficiency on the NYSESLAT is to continue to include them in our Saturday test prep program in grades 3-5. Also, we include them in a Ballroom Dance residency where they take their experience and compete citywide. In grades 1-3 an Indian Dance residency is offered, where former ELLs are involved in cultural diversity and a grade assembly culminates the experience. Our school has a 40% ELL population. The majority, if not all, of the programs that our school offers are geared for the ELL population. The Early Bird, Saturday test prep, and the F- status programs are all designated for all ELL sub-groups only. This year the school is implementing the Imagine Learning English software program. ELLs in grades K-5 participate in this program in school, but they can also log on at home due to the purchased license that each student has. This researched based program allows the student to work at their pace and ability level. The students get additional help through the programs ability to provide first language support. Teachers can follow the progress through assessments that the students complete.

We continue to purchase Smart Boards. This year we installed a brand new Smart Board into our fifth grade Special Education class with ELLs in years 0-3 and 4-6. Currently, our Smart Boards are located in Kindergarten, first, third, and fourth grade classrooms with newcomers. The Smart Boards provide access to the Internet in order for teachers to scaffold strategies like modeling and contextualizing. Classroom libraries continue to be replenished with appropriate reading level books in all ELL classrooms. We also purchased books in multiple languages to encourage and support newcomers.

In our Chinese Transitional Bilingual program native language support is delivered by teaching the students 60% of instructional time in the native language. The students are encouraged and expected to use their first language in their production of work. We have a Chinese bilingual Guidance Counselor, Di Wu, who helps the ELLs with emotional or behavioral problems that may occur. In our self-contained ESL classes, teachers teach the ELLs in English only, but first language support is used whenever possible. Our Chinese Guidance Counselor supports the students by translating what teachers are saying and the expectations of both the school and teachers.

This year we have two teachers enrolled in the ITI program. Lillian Blake teaches a fifth grade self-contained class. Brandi Seda teaches ELLs in the fifth grade Special Education class. Both teachers will complete their degree during the 2011 school year.

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

P.S. 120 strives to make the newcomer feel welcomed when they enter the school. We offer a vestibule program that allows the newcomer to get familiar with their new surroundings. Another activity that helps the newcomer feel welcomed is introducing the child to staff members that speak the same language. It is our hope that the child will understand that if they need to communicate in an urgent manner, there are

people here to assist them. Our ESL classrooms are filled with native language books and dictionaries in English/Native language that helps the child feel comfortable as they get accustomed to their new environment.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D- Professional Development and Support for School Staff

P.S. 120 provides many opportunities for the ESL teachers to learn the latest methodology. Teachers receive training from both the ICI and QTEL institutes, and attend content area and literacy workshops. Teachers College is the literacy component that our school follows, and staff developers visit our school to train our staff. The ESL teachers are instructed how to use the TC methods with ELLs and lend support with strategies. Professional development is conducted in school. Our ESL Coordinator holds training in NYSESLAT test prep strategies for ELL teachers, and keeps the staff abreast on the latest initiatives. Our literacy and math coach also hold workshops throughout the year on various topics. Through an on-line community ARIS, Inquiry Teams were formed to improve student outcomes and develop teacher capacity. The teachers create long term SMART goals to meet the needs of students in small groups. Team members can also reflect, share, and document their work through this forum. The research is then presented to the staff on Brooklyn/Queens day as a culmination of the study.

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

At P.S. 120, we have recruited and trained qualified and certified staff to service LEP/ELL students. For the non-ESL staff members, they receive their mandated 7.5 hours of professional development, as per Jose P., by attending ELL workshops during Election and Brooklyn/Queens 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. Also, the district's Support Specialist, Guivela Leisengang provides information and informs the staff on trends and ways to support our ELLs.

E. Parental Involvement

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

E- Parental Involvement

P.S. 120 is heavily involved in supporting the parents of the community. We hold PA meetings, both during the day and the evening, where updates are shared. The PA also discusses ideas for possible fundraisers that can pay for activities held in the school. They assist in school

events like our Oktoberfest celebration and picture day. We provide the parents with opportunities that allow them to know how their child is fairing and how to support them. We accomplish this through workshops that are held to go over ARIS and state exam format and strategies. We also have Mommy and Me workshops that are held once a month in the afternoons for all of our Pre-K families.

Meeting the needs of our parents is crucial and we recognize that adult English classes are essential. We provide the parents of the community 3 classes a week to learn English. The classes begin at 8:00 a.m., on Wednesday through Friday. Instruction is given by John Barone, a licensed ESL teacher.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	44	30	14	16	16	31								151
Intermediate(I)	6	25	16	17	5	10								79
Advanced (A)	6	13	20	21	15	22								97
Total	56	68	50	54	36	63	0	0	0	0	0	0	0	327

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	13	6	7	6	13	19							
	I	14	9	2	9	12	6							
	A	25	27	31	8	21	19							
	P	39	19	12	16	16	16							
READING/ WRITING	B	26	6	10	11	23	23							
	I	27	19	17	17	12	4							
	A	12	10	16	15	18	18							
	P	26	26	9	6	9	15							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	8	5	0	20
4	18	30	8	0	56

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	10	13	3	0	26
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	1	14	3	4	5	2	1	33
4	2	1	18	7	14	14	3	4	63
5	4	2	9	6	12	10	2	9	54
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	3	7	2	17	21	1	3	60
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	10	11	3	6	13	9	0	0	52
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
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								

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

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

grades 2-4. It was noticed that there was a 48% decrease of students reaching the proficient level. In order to improve in this modality, we must reinforce using open ended questions, follow-up questions, the use of tiered questioning, accountable talk, read alouds, note taking, and cooperative grouping. A new variable was introduced in administering the Speaking portion of the NYSESLAT last year. For the first time, classroom teachers with ELLs were trained in administering this part of the test. In order to show improvement in this modality, we will continue to provide professional development to all pedagogues to ensure familiarity with test structure and grading rubrics

After analyzing the NYSESLAT data over the past two years, the following conclusions were made. In the Reading/Writing modality, it was noticed that across all grades there were gains made in advancing students in the beginner level. In the proficient level there was a decrease of 10% of students advancing to this level. The largest difference between the two years fell in grade 5. It was noticed that there was a 47% decrease of students reaching the proficient level. In order to improve in this modality, we must continue to reinforce the use of academic vocabulary, phraseology, time expressions, the use of tiered questioning, and Balanced Literacy. In 2010, there was an increase in ELL enrollment in the fifth grade. Out of the 59 fifth graders taking the test, 25 were newcomers scoring at the beginner level on the LAB-R exam. In 2009, 34 fifth graders took the exam with 5 being newcomers testing at the beginner level on the LAB-R.

Additional Information

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

Part V: Assessment Analysis

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

We are now able to review and analyze the data patterns for our school. The LAB-R pattern indicates that newcomers are arriving with limited or no English skills. In grades Kindergarten through grade 5, 83% scored at the beginner proficiency level, 9% scored at the intermediate level, and 8% at the advanced level. (See Appendix 4--ATTACHMENT IV) The data reveals that the beginners and the intermediates are mandated to 360 minutes of instruction comprised of 8 periods a week. The advanced are mandated to 180 minutes of instruction comprised of 4 periods a week. The data also reveals that the majority of our new admits are either born in their native country or born in the United States, but the native language is mostly spoken in the home.

According to the 2010, NYSESLAT, the following information was revealed which will impact instruction in the 2010-2011 school year. (See Appendix 5--ATTACHMENT V) In the Listening/Speaking modality students who scored proficient at the highest numbers were in Kindergarten. Research supports this data that indicates that students at a young age acquire English proficiency faster than older students. Analysis of the second grade shows that 60% of the students scored advanced level. Out of the four modalities, proficiency is first seen in Listening/Speaking, which indicates that it would be more difficult to pass the NYSESLAT due to the fact that you must first be proficient in this modality before Reading/Writing. The data demonstrated that the highest number of beginners were in the fifth grade. The possible trend is that the highest number of new ELL admits are entering in the upper grades.

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

In the Reading/Writing modality the highest number of students scoring in the proficient level was found to be in first grade, at a percentage of 43. These students may have benefitted from an academic year in which they acclimated to their school environment to acquire English proficiency. As in the Listening/Speaking modality, the lowest level of proficiency for the Reading/Writing modality was found in fifth grade. This affirms the theory that our new admits are entering in the upper grades, therefore English proficiency is low. This leads to looking

Additional Information

at ways we can improve our instruction through reviewing new research and reevaluating our current programs. An example of this is by looking at protocols examined by QTEL to increase the development of academic language. Also, teachers must reflect on how they are building background knowledge and if they are doing enough. For example, are they practicing the Language Experience Approach? Are they allowing for students to make connections and build on what they already know? In addition, our pedagogues need to pay close attention and administer the SIFE questionnaire in order to determine if this population is growing in our school.

The pattern in our Kindergarten Chinese bilingual program indicates that 42% of the students are transitioning into a general education program. The remaining 58% of the students scored between the intermediate or advanced level, with the highest percentage of these falling within the advanced level. (See Appendix 6--ATTACHMENT VI) All of the beginners in this class demonstrated gains in English proficiency which allowed for them to move up by at least one level. This data reveals that the bilingual program is succeeding in its goal of producing proficient bilingual students. Its success rate validates research that students learn a second language when their first language is taught.

It was noticed that in the 2009-2010 school year, the number of students taking the content area examination in their native language increased. (See Appendix 7--ATTACHMENT VII) In mathematics, 25 of the students who took the examination in their native language scored within a Level 2, 3, or 4, while only 2 students scored a Level 1. This may indicate that these students are entering the school with mathematical skills from their native country. It was also noticed that the largest level of ELL students taking the examination in English scored mostly between a Level 2 and 3. On the science examination the majority of ELL students taking the examination in their native language scored at a Level 3. This indicates that the science content is being effectively taught and is therefore being learned by the students. The majority of ELL students taking the test in English also scored at a Level 3. The data reveals that the ELL students are developing their academic vocabulary. We will continue to develop this academic vocabulary through the Passwords program that will be taught during extended day to the ELL population alone. On the Social Studies examination, it was noticed that students taking the examination in their native language did not score at Level 4. Unlike the other content area examinations, in this examination a large number of students taking the test both in their native language and in English were at a Level 1. Due to the study of American history, it is difficult for ELL students to quickly acquire content knowledge in such a short period of time even with language support. The students taking the Social Studies examination in English were lacking academic vocabulary and phraseology needed to score at a higher level. The school will continue to focus on building academic vocabulary and phraseology through our newly created social studies cluster. Classroom teachers will receive more professional development through the Passwords program so that the students can acquire more academic language.

In 2007-2008, P.S. 120 participated in the reading portion of the ELL periodic assessment. The teachers and administrators reviewed the results and found that ELLs were lacking inference skills. The school took action by identifying 16 students that needed intervention. The students were grouped in fours, and participated in a 3 month extended day program that focused on improving this skill. A team was formed consisting of 3 coaches, and the ESL coordinator. The team used stories that captured the use of inference, and began building the students' background knowledge that would support this skill. The classroom teachers used the assessments to form small groups and worked on particular skills that were lacking. They also practiced those skills during ELA and NYSESLAT test prep activities. P.S. 120 did not participate in the 2009-2010 ELL periodic assessment.

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

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

Additional Information

SEE ATTACHMENTS FOR APPENDICES 1 - 7.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 120 Queens					
District:	25	DBN:	25Q120	School		342500010120

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	72	72		96.3	96.1	96.7
Kindergarten	126	145	133				
Grade 1	121	137	152	Student Stability - % of Enrollment:			
Grade 2	93	120	125	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	142	92	133		87.5	90.5	86.2
Grade 4	120	148	104				
Grade 5	120	131	165	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		66.9	85.3	85.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	1
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	794	845	885	(As of October 31)	2007-08	2008-09	2009-10
					50	47	86

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	10	9	Principal Suspensions	7	0	6
# in Collaborative Team Teaching (CTT) Classes	0	16	21	Superintendent Suspensions	2	1	8
Number all others	38	31	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	21	25	TBD	Number of Teachers	52	51	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	10	8
# receiving ESL services only	263	313	TBD				
# ELLs with IEPs	4	24	TBD	Number of Educational Paraprofessionals	2	2	5

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	86.5	88.2	94.3
				% more than 5 years teaching anywhere	84.6	80.4	90.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	94.0	94.3
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	1.6	1.5	0.7				
Hispanic or Latino	17.9	17.5	16.6				
Asian or Native Hawaiian/Other Pacific	76.6	77.2	78.5				
White	3.8	3.6	3.2				
Male	51.6	52.1	52.0				
Female	48.4	47.9	48.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	61.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf