



P.S. 020 ANNA SILVER

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 020 ANNA SILVER
ADDRESS: 166 ESSEX STREET, MANHATTAN, NY, 10002
TELEPHONE: 212-254-9577
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M020 **SCHOOL NAME:** P.S. 020 Anna Silver

SCHOOL ADDRESS: 166 ESSEX STREET, MANHATTAN, NY, 10002

SCHOOL TELEPHONE: 212-254-9577 **FAX:** 212-254-3526

SCHOOL CONTACT PERSON: James Lee **EMAIL ADDRESS** jlee1@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Lee

PRINCIPAL: James Lee

UFT CHAPTER LEADER: Rosemary Siders

PARENTS' ASSOCIATION PRESIDENT: Monica Harris

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 01 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Feigelson, Dan

SUPERINTENDENT: Daniella Phillips

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 members 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/RulesPolicies/ChancellorsRegulations/default.htm>). *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
James Lee	Principal	
Jennifer Chase	Admin/CSA	
Annique Leman	UFT Member	
Christine Madhere	Parent	
Ellen Darby	UFT Member	
Isabel Reyna-Torres	UFT Member	
Jenny Tam	Parent	
John Coleman	Parent	
Joyce Matthews	UFT Member	
Luis Batista	Parent	
Martha Mancini	UFT Member	
Orna Silver	Parent	
Ronnie Filippatos	UFT Member	
Rosanne Caputo	UFT Member	

Samantha Weng	UFT Member	
Monica Coleman	PA/PTA President or Designated Co-President	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

*** 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.

Public School 20 M is a pre-kindergarten-grade 5 school located on the Lower East Side in Manhattan. The school current serves 600 students, with a sizable ELL and special education population (near 20%).

PS 20 has always strived to shape well-rounded independent thinkers. It believes strongly in providing more than a rigorous academic experience. To provide our children with rich experiences, community partnerships have been a mainstay at our school. Some of our long-standing partners are the Henry Street Settlement (providing an Architecture Program and after-school enrichment) and Estee Lauder, who provides "the Perfume Project" for the 4th graders and holiday gifts for the whole school through their "Dear Santa" Project. Fifth graders sing and dance thanks to Rosie's Broadway Kids, while lower grade students enjoy learning about nutrition and cooking with the Cookshop Program. Our new programs this year are a year-long residency for 5th grade from the American Ballet Theater, a fourth-grade year-long residency with the National Dance Institute, a 10-week residency in African dance for 3rd grade, and a 2nd grade 10-week residency in Chinese culture and theater. Other programs include Chess in the Schools, NY Cares morning science, drama, and math programs, DARE dance, Scholastic Reads, and America Reads.

PS 20 currently has 3 computer labs, including a wireless I-Book lab, which services the entire school community. All classrooms have internet access, with greater telecommunications abilities, and multiple computers in all grades. The library also provides students and staff with access to computers for research projects. Recently, the library was updated with a computerized scanner for checking out books.

Teachers constantly strive to improve their instruction. Professional development is ongoing and is conducted by our part-time literacy coach, a literacy consultant, our math consultant, and other literacy and mathematics experts. We are currently moving towards a full-implementation of balanced literacy across the grades. We are extending last year's work in improving writing instruction, while also studying our understanding of deeper thought in reading.

Our math consultant from Bank Street College models the implementation of teaching strategies that is aligned with the NYC and NYS Performance Standards. Staff development also includes the implementation of the Everyday Mathematics Program for grades Pre-K to 5th. Workshops for parents enable them to knowledgeably support students and teachers.

In order to meet the state standards in other core curriculum areas, we employ two science teachers, one social studies teacher, one teacher each of art, music, physical education, and technology. A hands-on approach to learning with an emphasis on the inquiry process allows students to solve problems and think creatively. Classroom teachers are given two periods per month to plan collaboratively with the cluster teachers in order to promote an aligned, comprehensive curriculum.

Parents have the opportunity to work with the staff in several areas. Parents participate as members of our SLT Team, hold the leadership roles in our PTA, work as volunteers in several classrooms, and are an integral part of our partnership programs. They help as chaperones on classroom trips and help us to raise funds for various projects within the school. Parents become students themselves as members of our various workshops in several areas, such as math, science, cooking and technology. Parents are recognized for their volunteerism.

Learn more about the internal work of the school at www.ps20m.weebly.com.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 020 Anna Silver				
District:	01	DBN #:	01M020	School BEDS Code #:	01M020

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	36	36	36		93.9	93.6	94.0
Kindergarten	101	81	88				
Grade 1	106	107	91				
Grade 2	101	94	100	Student Stability: - % of Enrollment (As of June 30)	2006-07	2007-08	2008-09
Grade 3	109	89	99		95.6	94.6	93.17
Grade 4	105	101	93				
Grade 5	97	102	86	Poverty Rate: - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			95.6	94.6
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)	2006-07	2007-08	2008-09
Grade 11	0	0	0		5	10	29
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants: - Total Number			
Total	655	610	593	(As of October 31)	2006-07	2007-08	2008-09
					11.0	5.0	5

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	0	10	29				
# in Collaborative Team Teaching (CTT) Classes	24	29	24	Principal Suspensions	12	3	TBD
Number all others	39	37	40	Superintendent Suspensions	2	3	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	263	181	139	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	1	8	10	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	48	48
				Number of Administrators and Other Professionals	8	13	14
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	5	8
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	97.9	100.0
American Indian or Alaska Native	0.0	0.3	1.0	Percent more than two years teaching in this school	63.8	75.0	85.4
Black or African American	5.5	7.5	9.3	Percent more than five years teaching anywhere	61.7	64.6	62.5
Hispanic or Latino	63.2	65.2	63.4				
Asian or Native Hawaiian/Other Pacific Isl.	29.8	24.8	23.6	Percent Masters Degree or higher	89.0	88.0	90.0
White	1.5	2.1	1.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.5	82.1	97.7
Multi-racial							
Male	48.1	48.0	48.2				
Female	51.9	52.0	51.8				

2009-10 TITLE I STATUS				
<input checked="" 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			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
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√	X	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

subject	6	5	4	0	0	0
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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	89.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	21.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	54.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not 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 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 the schools 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?

The school has analyzed data from multiple sources, including the NY State ELA, Math, Science, Social Studies, and NYSESLAT exams. We have also looked at teacher assessments. These assessments include running records, Everyday Math End of Unit exams, and our writing on demand assessment. For science and social studies, our teachers have their own teacher-created assessments. We also looked at our School Report Card and our Learning Environment Surveys.

The analysis of data has been an ongoing process since the writing of last year's CEP. Most of the data analysis for this year's current CEP occurred during the late spring of last school year. This included an item analysis of both the reading and math tests. We also reviewed cumulative scores from the classroom assessments to monitor progress. The School Leadership Team as a whole reviewed data, but also sub-committees made more detailed analyses. Also, grade teams have done their own analysis, and teachers have had one-on-one conferences with an instructional leader (principal or assistant principal.)

We look at data disaggregated in several ways. This includes by performance level, gender, ethnicity, and special need (special education services and English proficiency.)

All of this analysis has been summarized into the needs, goals, and action plan for our school. Significant finds include:

- ELLs and Students with IEPs performed lower than students in general education across the subject areas.
- Students who are latino English language learners perform worse than other subgroups in the school in social studies.
- Boys perform worse than girls in writing across the grades.
- Girls perform worse than boys in mathematics, particularly in the upper grades.
- Asian students tend to perform worse than other ethnic groups in reading in the lower grades, but then outperform them in the uppergrades.

There has been success across the board at PS 20 for the past two years. All subgroups have made AYP in all subject areas for two years in a row. Our strongest growth has been in social studies,

where we've experienced an 11% growth in two years, and in mathematics, where we are maintaining over 90% performance at Level 3 or higher.

The most significant barriers to continuous improvement are as follows:

- transient population.
- greater and greater numbers of students who are newcomers to the US.
- a growing number of students with special needs
- changes in educational direction, such as the Quality Review, which changes its rubric every year, pulling us in different directions without giving us time to create systems and programs that are effective.

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 2009-10 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 (SINI/SRAP/SURR 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 presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By the end of 2010, our school will achieve a +1.0 in our <i>Change In Score</i> , as measured by the Learning Environment Survey Report	The area of concentration will be in Home-School Communication.
By June of 2010, 94.4% of students in Grades 3-5 will score at level 3 or 4, as measured by the NY State End of Year Math Assessment.	Students scoring at Level 3 or 4 will rise 3% over the 2008-2009 performance.
By June of 2010, 79.8% of 3rd - 5th Grade Students will score at level 3 or 4, as measured by the 2010 NYS ELA Test	Our goal aims to raise the level of students at or above Level 3 by 5 % over 2008-2009 scores.
By June of 2010, the attendance rate will be 95%, as measured by the NYC Dept. of Education system.	We calculated that 8 absences is 95% attendance in a year of 183 days. We are judging the increase over 94% from last year.
By June of 2010, 73% of our students will score at Level 3 or 4, as measured by the NY State Science Assessment.	Our goal is to perform 5% higher than the fourth grade class of 2008-2009.
By June of 2010, 92% of our students will score at Level 3 or above, as measured by the NY State Social Studies Exam.	We have jumped from 78% to 89% over the past 3 years. We hope to grow another 3% this year.

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 2009-10 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 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) :**

Learning Environment

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of 2010, our school will achieve a +1.0 in our Change In Score, as measured by the Learning Environment Survey Report</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>	<p>To achieve our goal, PS 20 will take action in the following ways that specifically address home-school communication:</p> <ol style="list-style-type: none"> 1. Use ARIS Parent Link during parent-teacher conferences and during our additional report card to create data-based conversations around student achievement. 2. The school will provide an additional report card in Dec to give an added update on student progress. 3. The school will provide 8 workshops through its 21st Century Learning Grant. 4. The school will provide at least 5 parent workshops on the use of ARIS Parent Link. 5. The school will send home monthly curriculum letters from the teacher to describe activities in the class. These activities are going to be added this year to the multitude of parent-involvement and home-school communication activities that we already provide. These include: <ul style="list-style-type: none"> • Monthly meeting with the Principal to keep parents informed about school environment.

	<ul style="list-style-type: none"> • Monthly In-Class Invitations to parents to keep them informed about their child's progress in class (ex. Sitting in on Reading/Writing Workshop, etc) Teachers will gain information about students from parents during the parent-teacher conference night through a survey. • School staff will communicate about many school issues through the use of an online blog and through the use of google.docs (allowing easy joint authorship of school documents) • Principal meets with PTA Exec. Board and Title 1 committee to align efforts and resources. • Parent COOKSHOP program invites parents to participate and learn about health and nutrition by preparing simple dishes. K-2 COOKSHOP program recruits parent volunteers to assist with dish preparation in the classroom.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school must coordinate with parent coordinator and teachers to disseminate information to parents</p> <p>The school must provide interpretation and/or translation, where needed, to communicate with parents.</p> <p>The school has received an ARIS Parent-link grant to purchase parent workshops and to pay for training of teachers to include ARIS in conferences.</p> <p>The school has received a 21st century learning grant to also fund parent workshops.</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"> • Learning Environment Surveys • Feedback questionnaires at end of meetings • PTA Leadership Board feedback.

**Subject Area
(where relevant) :**

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010, 94.4% of students in Grades 3-5 will score at level 3 or 4, as measured by the NY State End of Year Math Assessment.</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.

IPS 20's math curriculum is based on the State Standards, the NCTM Standards, and follows the New York City Core Curriculum.

IGrades K-5 use Everyday Math

I bi-weekly grade meetings for math are held, with leadership from the math grade leader
OUr Bank Street consultant meets bi-weekly with the math grade leaders to assist each grade leader to guiding the grade in math instruction and planning.

IThe 5th grade is provided with support for implementation of the curriculum with Bank Street Consultant with bi-weekly meetings.

IOne-on-one coaching by our Bank Street consultant, provide individualized support in the implementation of the curriculum. The school is reading "To Understand" by Ellin Keene. The deeper understanding of text will be applied to deeper understanding of math concepts.

I The school will complete one school-wide math project, to be displayed on bulletin boards, that shows a school-wide focus on one particular math strand.

I Each grade team has one teacher who provides AIS in mathematics during the extended day session. We also have one teacher who provides intervention in mathematics at the end of the day. Math Navigator is used by this teacher.

IMath game enrichment group meets once per week during the 37-minute intervention period from NY CARES.

IChess program that teach students about applied mathematical thinking through strategic analysis. The school provides architecture enrichment to the entire 5th grade for a 12 week residency.

IThe school will provide at least two parent workshops to support parents in developing mathematical thinking and promoting the use of math language.

ICOOKSHOP in grades K-2 explores, exposes, and integrates mathematical concepts; such as geometry, measurements, and mathematical language.

IFractions and rhythmic patterns will be reinforced in Music through teaching of whole notes,

	<p>half notes, quarter notes and beats.</p> <p>IThe study of measurement, capacity, volume, weight, temperature and analysis of graph data are incorporated in Science instruction.</p> <p>IDifferentiating instruction through partner/small groups, one-on-one instruction, peer tutoring, and cooperative grouping are used to further encourage and promote mathematical thinking and use of math language.</p> <p>ILetters from each Home Links unit will be used to connect the mathematics studied in school to home.</p> <p>IUse interactive math word walls to introduce and encourage arithmetic fluency and mathematical understanding. All grade assess at the end of each unit and submit scores to the principal. The scores are reviewed at both the grade-wide and class level to assess progress.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>ISchool must use Title 1 10% set-aside funds to hire a consultant fromBank Street for one day per week.</p> <p>IThe school must coordinate the teacher and volunteers who work with the enrichment morning group.</p> <p>IThe school must use Title 1 and FSF funds to pay for extra cluster teachers to provide the release time for teachers to meet for math planning..</p> <p>IThe school has recruited parent volunteers to support the teachers in implementation of cookshop.</p> <p>The school is no longer able to afford a full-time math AIS teacher.</p> <p>The school will provide teachers with access to the math resource room where teachers meet for PD with Bank Street Consultant.</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"> • Teachers give all end of unit assessments in Everyday Mathematics. • Teachers assess student on one written response to a question per unit. • Grades 3-5 also use predictive assessments that are given throughout the year. • Grades 3-5 gave the California predictive assessment at the beginning of the year. • Teachers conference with students on a daily basis to monitor class work. • Homework is monitored on a daily basis. • Observation of students in group work, small group work, conferencing, math games, centers are utilized for periodic assessments. • Progress in PK-2 are monitored through unit assessments and open response question. The Open Response question will be used to foster student communication in writing and will be connected to the short and extended response format of the NYS Test
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Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010, 79.8% of 3rd - 5th Grade Students will score at level 3 or 4, as measured by the 2010 NYS ELA Test</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>	<p>--School-wide focus on strengthening the strategic reading skills of students, with emphasis on students boosting their reading scores on both the ELA and the math state exams.</p> <p>--School-wide focus on implementation of the reader's and writer's workshop as the key instructional strategy for strengthening student literacy skills.</p> <p>--Use of writer's notebooks help to collect data, facts, and ideas for entries that develop grammar, sentence structure, and other language strategies that encourages strengthening of writing skills.</p> <p>--PS 20's ELA curriculum is based on the State Standards and follows the New York City Core Curriculum with emphasis on instruction in reading, writing, listening, and speaking.</p> <p>--K-3 Grades use the anthology series from Reading First, but have revised the curriculum</p>

significantly for use within the workshop model. 4th-5th Grades use the TC workshop model, along with shared reading and read alouds.

--the K-3 teachers have created a word work/phonics block. They will use centers during this time to teacher basic phonemic awareness, decoding, sight word recognition, and vocabulary development.

--Weekly grade meetings are led by Literacy lead teachers during the day for grades preK-5.

--One-on-one coaching by our Literacy coach, provide individualized support in the implementation of the curriculum. She is specifically dedicated to grades 2 and 3, along with one new teacher in 4th grade.

--the school has hired one AUSSIE consultant to work with grades preK - 1. She will work for a total of 30 days during the year.

--The school will provide at least two parent workshops to support parents in helping their children develop language and enhance strategic reading skills.

--Differentiating instruction through partner/small groups, one-on-one instruction, peer tutoring, and cooperative grouping are used to further encourage and promote language understanding, expression, and critical analysis. (Intergrade partner reading, NY CARES volunteer projects, guided reading, shared reading, read alouds, shared experiences, independent reading, buddy reading, storytelling, oral presentation)

--Use of instructional strategies such as grand conversations, turn and talk, and accountable listening supports listening comprehension, following oral directions, and notetaking skills required for listening section of ELA test.

--Interactive word walls are used to introduce and encourage familiarity, recognition, and understanding of language to further enhance writing skills.

--Authentic Social Studies instruction with emphasis on literary skills and strategies greatly compliments ELA instruction and development of lifelong readers and writers; exposing students to real documents and problems solving as well as helping them to identify pivotal moments in history (main ideas)

	<p>--Implementation of Read About/Ticket To Read programs integrate technology in language instruction.</p> <p>--A variety of different materials (such as Weekly Reader, Time for Kids and poetry) will be used to expose students to different genres of written and oral language including informational, fiction, non-fiction, historical fiction, realistic fiction, folk tales, and fables)</p> <p>--Reading, writing, speaking and listening instruction is incorporated with the arts by using various enrichment lessons (architecture, Rosie's Broadway Kids, Dare Dance, arts program)</p> <p>--the staff is reading "to Understand" by Ellin Keene as a professional development focus for the year. The inquiry team will support this work and bring to the grade teams on an occasional basis.</p> <p>· Trips, performances, shows, and music instruction exposes students to the arts and encourages collection of data, facts, and ideas that can be used to improve reading, writing, listening, and language skills</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use of Title 1 10% set-aside for PD to fund AP for instruction, substitutes to provide release of teachers, and two-day literacy coach. • Use of ICI LSO to provide in-house professional development. • Use of Title 1 to funds to hire AUSSIE consultant. • Use of community volunteers through NY Cares to establish guided reading/independent reading/teacher resource library (rm. 219) • Dedication of pre-existing legislative grant to Henry Street for purchase of conflict-resolution program with literacy extensions.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>--Teachers assess students on written responses, using a standardized writing assessment three times per year.</p> <p>--Teachers assess students with running records three to four times per year.</p> <p>--Grades 3-5 also use predictive assessments that are given throughout the year.</p> <p>--Teachers conference with students on a daily basis to monitor class work.</p>

--Homework is monitored on a daily basis.

--Observation of students in group work, small group work, conferencing, games, centers are utilized for periodic assessments

**Subject Area
(where relevant) :**

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010, the attendance rate will be 95%, as measured by the NYC Dept. of Education system.</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>	<p>We are going to target attendance by looking at students who commute from outer boroughs and by focusing on days of traditionally low attendance (days before/after holidays, Mondays, Fridays, half-days.)</p> <ol style="list-style-type: none"> 1. Do cross-analysis in November between kids who live out of district and attendance. We will call parent in for one meeting with school personnel (Parent Coordinator, Guidance Counselor, AP, Principal.) 2. For traditionally low-attendance days, we will plan special activities. 3. On back to school night, parents will be informed of importance of attendance, especially for lower grades. A separate attendance contract will be sent home with students of grades preK-2, with specific attendance details included. I have burger king prizes will be given out for all returned contracts. 4. Announce and stress year-end rewards at the beginning of the year for perfect attendance and strong attendance. 5. For classes that have 95% attendance for one month, they get attendance award on their door.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>There is minimal impact on the budget because work will be completed through in-house staff.</p> <p>It should be noted that the school purchases one full-time teacher who coordinates most of our incentive programs, enrichment activities, and external relations. So while the school does not need to purchase many services and rewards, it does pool its money to purchase this extra teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance rates are checked on a monthly basis and posted on a bulletin board and in monthly newsletters to parents.</p>

**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 of 2010, 73% of our students will score at Level 3 or 4, as measured by the NY State Science Assessment.</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>	<p>Teachers have been released one day per month to plan for science curriculum and instruction.</p> <p>Each grade now has an appointed science leader who serves as a liaison to the science cluster teachers and runs the science meeting. All classes teach at least one period per week of science.</p> <p>All science leaders were paid during the summer to plan science instruction for the year. They were also released for one full day last spring to plan the curriculum map for the year.</p> <p>Each science cluster teacher is responsible for submitting benchmark assessment scores three times per year to track science progress. All students in grades 1-5 must create science goals for each unit.</p> <p>Science cluster teachers are participating in the reading of To Understand to facilitate deeper thinking in science content and skill application.</p>

	<p>The principal has gained a service learning grant to create science field kits for field work in the areas of forest and pond study. Two classes in two different grades will participate in this work, including at least three visits to Prospect Park.</p> <p>An additional FOSS science kit for each unit was purchased per grade. Kits are located in the classrooms.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The science planning is possible through a mass recess for the entire grade. There is no great impact on the budget or schedule.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each teacher will assess the students at the end of each unit. The principal will review quarterly assessments in October, February, and May to track grade-wide progress.</p>

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2010, 92% of our students will score at Level 3 or above, as measured by the NY State Social Studies Exam.</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>	<p>All grades are released once per month to plan for social studies with the social studies cluster teacher, the art teacher, the technology teacher, and other personnel.</p> <p>All grades have an appointed social studies leader who facilitates the meeting, meets with the social studies cluster, and plans activities for the grades.</p> <p>All social studies leaders were released for one day last year to meet with the cluster teacher and decide benchmarks for their grade team.</p> <p>The social studies cluster teacher will submit benchmark assessment scores to the principal</p>

	<p>three times per year in order to track progress.</p> <p>Literacy units of study have been integrated with many of the social studies units, per grade. Also, writing units incorporate essay writing to prepare students for the Document-based Questions of the social studies test.</p> <p>Students develop learning goals in key grades (grades 2,4, and 5.)</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers are released through a second mass recess, so you extra cluster teachers have been hired.</p> <p>We have hired one cluster teacher for social studies, however art and technology cluster teachers now support social studies content in their own programs. This is made possible by common planning.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Social Studies cluster teachers will submit assessment scores three times per month to monitor progress.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	21	21	N/A	N/A				
1	34	34	N/A	N/A			1	
2	32	6	N/A	N/A				
3	31	8	N/A	N/A	8			
4	54	10	54	54	12			
5	54	15	54	54				
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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:	<p>Grades 4 and 5 have two main intervention groups. Most students are identified for reading comprehension, and therefore receive either guided reading instruction or participate in guided session on Read Naturally. The guided reading occurs on level and across subject areas (social studies, science, and English language arts.) These services occur before school, during school, and after school.</p> <p>A small number of students receive newcomer ESL services, so they receive scaffolded reading instruction (across the content areas, including math) that incorporates instruction of academic language. These services occur before school, during school, and after school.</p> <p>Grades 2 and 3 also have intervention groups that target comprehension, but they also have two groups that are focused on phonemic awareness and decoding. There is a final group of a few students are beginner/intermediate English language learners. They receive instruction across the content areas. These services occur before school, during school, and after school.</p> <p>Grades K and 1 only have intervention groups that focus on phonemic awareness and alphabet recognition.</p>
Mathematics:	<p>There is one designated teacher for each grade who gives academic intervention in math during our AIS period. They follow a remedial course aligned with Everyday mathematics. Students receive 150 minutes of instruction per week.</p> <p>For a select group of students, we have two teachers who give remedial math after school. They follow the Math Navigator program from America's Choice. Students receive 100 minutes of instruction per week. The ration of student to teacher is less than 5 to 1. The students are in grade 2 and above.</p>
Science:	<p>AIS in science mainly occurs in content reading. Much of our reading intervention is in the content areas, so students get reinforcement in science while buidling their literacy skills.</p> <p>We will provide specific science intervention that provides instruction in the hands-on activities in the months of February through March.</p>

	We also have a morning science club that targets approximately 25 students. They attend once per week. Many are students who perform at level 2 or low level 3 in science.
Social Studies:	<p>All AIS in social studies occurs in content reading. A dedicated percentage of the guided reading materials are specifically chosen to support content knowledge in social studies.</p> <p>We saw that our ESL students perform particularly low in social studies. Thus, our ESL support services are aligned with social studies performance. Our after-school supplementary service in particular, funded by Title 3, address social studies concepts.</p>
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor has three different groups for students who are at-risk for serious anti-social behaviors and for students who are new to PS20 and the country.
At-risk Services Provided by the School Psychologist:	None at this time.
At-risk Services Provided by the Social Worker:	Our social worker provides ERSSA counseling as needed for students in crisis, such as students who have experience trauma, have become homeless, have lost a loved one, or some other crisis.
At-risk Health-related Services:	N/A

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 (2009-2010) LAP narrative to this CEP.

2009-2010 Language Allocation Policy
PS 20M -Anna Silver School
CFN 14/District 1

Part I: School Profile

A. Language Allocation Policy Team Composition

Name	Title
James Lee	Principal
Jennifer Chase	Assistant Principal
Rosanne Caputo	ESL Teacher
Sara Rivera	Bilingual Guidance Counselor
Amber Haller	ESL/Classroom Teacher
Monica Coleman	PTA President
Tracey Arrington	Parent Coordinator
Stacey Sotirhos	Literacy Coach
Alison Gadlin	AUSSIE Consultant
Dan Feigelson	Network Leader

B. Teacher Qualifications

PS 20 currently has 6 certified ESL teachers on staff. Four teachers teach self-contained ESL classes. Two teachers work in a push-in/pull-out model.

C. School Demographics

There are 586 students currently enrolled at PS 20. The number of ELLs in our school is 151. This constitutes 25.77% of the population.

Total Number of ELLs per grade: K=25, 1st =24, 2nd =17, 3rd =31, 4th =26, 5th =20

Part II: ELL Identification Process

1. When parents register their child at PS 20 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey. If the Home Language Survey and the interview that is conducted at the time of registration indicate that the student could be an ELL then the parent is informed that their child will be administered the LAB-R test to assess their English Language proficiency. The interview is conducted by the assistant principal or the ESL teacher with the assistance of qualified translators. Students who have been initially identified as English Language Learners through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications in place to assess their English proficiency. In addition to this, students who were identified as ELLs in previous years and have not attained proficiency are also tested again at this time.
2. Once a student has tested eligible for ESL services, the parent is asked to come to an orientation within 10 days. During the orientation, the parent watches the DVD that describes the three programs that the city offers for ELLs (Transitional Bilingual, Dual Language and Freestanding ESL). We show the DVD in the language that the parent is most comfortable with. We also provide a translator that speaks the language who will be able to answer any questions that the parents may have. The orientation is usually conducted by the assistant principal, the parent coordinator, and an ESL teacher. If the parent is unable to attend the orientation that day, we will make an appointment with the parent for another time within one week. If the parent is unable to make an orientation, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within 9 days.
3. Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100 percent compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. All students deemed eligible to receive service will receive ESL services within 9 days of being identified as an ELL.
4. All students deemed eligible to receive ESL services, as evidenced by the result of the LAB-R assessment, will receive this service within 9 days after being identified as an ELL. If the parent chooses, we will seek out alternate placements in other schools for the programs that we currently do not offer. This information is communicated to our parents through the Parent Coordinator with the assistance of translators. However, the trend has been that parents do not want to remove their child from PS 20.
5. The information gleaned from the home language survey forms clearly indicates a strong preference for ESL instruction. Many of our ELL students come from homes where English and Spanish or English and Chinese are spoken simultaneously. Over the past few years, the parents are choosing Freestanding ESL as their preference of program. After the beginning of each year the LAP team examines the parent choice letters. If we receive 15 parent choice letters requesting a Transitional Bilingual Education program or a Dual Language program, from parents of students in two consecutive grades (for example: K and 1), then we will open a class to meet the parents' requests. After conducting our parent orientation this fall it has come to our attention that many parents of our kindergarteners and first graders (13) are requesting a Dual-Language Mandarin Program.
6. Our school is working with our Network (CFN 14), the Office of English Language Learners, our superintendent, and our support staff to explore this option and look to accommodate these new needs and requests.

III. ELL Demographics –Programming and Scheduling Instruction Delivery:

We currently have 4 self-contained ESL classes. All of our ELL students in grades 4 & 5 are clustered together in one general education class per grade where our ESL teacher pushes into the class and co-teaches with the classroom teacher to address the needs of the various levels in the class. Additionally, the ESL teacher pulls out the students who scored on a beginner or intermediate level. Students who are new to the United States and speak limited English are also being served during the Extended Day Program (Tuesdays, Wednesdays, and Thursdays for 50 minutes periods). The students in the self-contained classes and the 4th and 5th grade general education classes with ESL services are mixed heterogeneously. Native English speakers, students scoring Advanced, Intermediate, and Beginner are all present in each class.

Organization of Staff:

On staff we have 6 certified ESL teachers. Four of those teachers teach a self-contained ESL class (grades K-3). The 5th and 6th teacher provides push-in/pull-out services to the students who are in 4th and 5th grade and students who are in CTTs or self-contained special education classes. Beginners and Intermediates who require 360 minutes of ESL instruction are served through this model. Advanced students who require 180 minutes of instruction are also served through this model.

Content Area Instruction:

To develop academic language in the content areas, a context-embedded approach is used in our classrooms. Teachers use thematic units of study, and they use supports such as graphic organizers, models, maps, charts, word walls, etc. Much real-world experience is also provided, with students receiving multiple opportunities to use academic language within activities. Instruction must be clearly differentiated for students to make the necessary gains. For example, the content area subjects are taught using manipulatives, through hands on experiments as well as through visual and dramatic arts in order to maximize opportunities for comprehensible input.

Differentiation of Instruction for ELL sub-groups:

Instructional Plan for SIFE - Our SIFE students participate in a newcomers/beginner group that meets once a day with one of our ESL teachers. The teachers who work with our SIFE students will pair the students with student who speaks their native language in the classroom. The teachers will also use a variety of manipulative and visuals when instructing as well as provide meaningful experiences that the students can relate to. Our SIFE students participate in the Extended Day Program as well as the Title III after-school program.

Instructional Plan for Newcomers: Students who are new arrivals also participate in extended day programs. They are ability grouped with a focus on providing comprehensible input to expand receptive vocabulary. LAB-R and NYSESLAT results are used as a baseline to assess students English Language Proficiency. Portfolios are used for ongoing assessment. All students are also assessed using TC Running Records, Writing Analysis, and EDM unit assessments. Our newcomers who speak very little English will also be paired with a student in class who speaks their language to help them adjust to school. The newcomers will also participate in a newcomers group where they will work with an ESL teacher in a separate location where they will address basic conversational skills as well concepts of print and literacy. In the general education and self-contained settings students will be instructed in small groups throughout the day to address their needs. All students will be exposed to the grade level content curriculum. The use of visuals, manipulatives, and total physical response will be ongoing. When possible, a teacher who speaks their language will be available for native language support.

Instructional Plan for ELLs receiving 4-6 years of service and Long Term ELLs: Students receiving 4-6 years of instruction are currently in grades 3-5. The model of instruction will follow the naturalistic approach to language learning and adhere to Balanced Literacy Approach delivered via the Workshop Model, Applied Whole Language and ESL methodologies to create and implement integrated classroom curricula. Instruction will:

- Provide a supportive curriculum that adheres to class curriculum so as to strengthen the ELL's reading, writing, listening, and speaking skills in the context of daily instructional activities.
- Provide formative and summative assessments to determine newly arrived students' proficiency assess needs and determine goals.
- Differentiate instruction according to the specific needs of individual learners.
- Provide methods and strategies known to promote language development and build critical thinking skills.

These provisions will be met by adhering to various ESL activities that include, but are not limited to reading and writing workshops, scientific inquiry, author studies, listening and speaking activities, and other various strategies that deal with the linguistic system of pronunciation, vocabulary, grammar and discourse. ELLs will be exposed to high level thinking such as analyzing, reasoning, synthesizing, and self-evaluation. Some of the materials being used in our classrooms with our ELLs include: Read About, Ticket to Read, Reading Reform, and Moving Into English.

Instructional Plan for ELLs identified as having special needs: Many of our ELLs who have been identified as having special needs have been X-coded and are served as per their IEP. These students participate in the Extended Day Program and the after-school program. The students, who are not served as per their IEP, receive the mandated minutes of service either in a mainstream ESL classroom or in a small pull-out group with an ESL teacher. The ESL teacher consults with their special education teacher and the child's IEP to best address their needs.

Targeted Intervention Programs for ELLS:

The targeted intervention programs that are used in our school to support our ELLS include Read About and Lexia. Reading Reform, an Orton Gillingham program, is also used with our students. Students receive intervention in the form of small group instruction from teachers that include strategy groups, oral language groups, and guided reading groups. Native Language support is offered in the content areas of social studies and science by a teacher who speaks the native language of the child.

Instructional Plan for Continuing Transitional Support for ELLs reaching proficiency on the NYSESLAT:

Many of our former ELLs are in 4th and 5th grade. The ESL Push-In teacher who serves these classes is available to them and will continually monitor their progress with their classroom teacher and provide any support that is necessary. The ESL teacher will consult with the teachers of former ELLs and offer support to the teachers as well as the students. We will continue to provide the necessary, allowable, testing accommodations for two years after a student has reached proficiency. Former ELLs also participate in our Extended Day program and out Title III after school program.

Improvements That Will Be Considered for the Upcoming Year:

As a school we are looking at improving our Native Language Supports. We are also looking to improve the team teaching models that are used with the general education teacher and the ESL teacher to best meet the needs of all our students.

Access to All School Programs:

One of the wonderful things about PS 20 is our enrichment/extra-curricular activities. Our extracurricular activities are as follows: Cookshop, Junior Achievement Math Program, Scholastic Read Aloud and Monthly Book Club, Chess in the Schools, Morning Math Club, Morning Theater Club, Morning Team Green Science Program, Estee Lauder Perfume Project, Architecture, Rosie's Broadway Kids, National Dance Institute, Basketball, Cheerleading and much more. All ELLs are encouraged to attend these programs. Some of the programs are done with their regular class during the day. Announcements regarding all programs are distributed in English, Spanish, Chinese, and Bengali. This year we have added a Title III after-school program that is run jointly with a 21st Century Program. All of our ELL students are encouraged to attend. Through this program students are provided additional academic supports as well as a social setting in which to practice language.

Native Language Support:

We currently have staff members who speak Spanish, Chinese, and Bengali. These staff members are available to provide native language support when necessary. At this time, none of them are ESL teachers, but they are part of our support staff (SETSS, AIS, Guidance). We also provide students with books and content material in the native language. We place our students in classes where other students speak their native language and English so that they can learn from each other and support each other.

Newly Enrolled ELL Students:

Newly Enrolled ELL Students new to the school and the country will be part of a mentorship program. Each student will have a peer mentor who will supply them with pertinent school information, such as important locations in and around the school grounds and other available school support services. This practice will provide meaningful oral language development using the school community as a natural springboard. Our Guidance Counselor also holds a newcomer group where she addresses the new transition that the students are going through with culture, language, and school. This group is ongoing throughout the school year.

Professional Development and Support for School Staff:

Ongoing professional development will be provided in all areas of study. Currently, our entire staff is engaged in a study of reading comprehension that is guided by the Ellin Keene's book, *To Understand*. As grade teams, we are developing units of study that engage all students and include outcomes for understanding.

Our ELL Network Support Specialist, Caihua Huang, is doing a residency at our school this year where she is exploring the concepts in the book with our ESL teachers and some additional staff who work with ELLs or who are new to the teaching. Caihua will also be conducting observations in the classrooms of teachers and providing feedback to the teachers on how to better serve their ELL population. In addition, she will also model lessons for teachers. Over the course of these professional development days teachers will participate in at least 7.5 hour professional development. This professional development will provide the teachers with strategies in teaching ELLs as per Jose P. Teachers and paraprofessionals of special education will receive 10 hours of training. This training happens once for all teachers. Our staff members make themselves available to all of our students transitioning to middle school. Our Guidance Counselor pushes into our 5th grade classes once a week starting in May. She discusses problems that they may encounter in middle school and she also teaches them about advocating for themselves and their services (ESL and special education). Our ESL teachers who work with 5th grade continue

to provide them with support and help prepare them for what life in middle school will be like. We also encourage 5th grade students/classes to visit the middle schools that they possibly be attending.

Parental Involvement

PS 20 will host a series of workshops for parents of ELLs. The initial Parent Orientation meetings held in October 2009 offers parents the opportunity to learn about the PS 20 ESL parent workshops held throughout the year via Title III funding with support and tips for parents to use with their children at home. At the Part 154 meetings, held within the first ten days of the 2009-2010 School Year, parents will be informed of their rights and program choices in their native language and will be given documentation in their native language to ensure a full understanding. Translators will be available at all parent meetings. Parents are encouraged to meet with classroom teachers regarding child's performance and progress. An ELL Parent Conference will be conducted in the spring prior to the administration of the standardized tests to review strategies to assist parents in helping their ELL students prepare for each exam.

This year we are conducting numerous parent workshops on the ARIS Parent Link and how to access the information provided there. The workshops are conducted with translators so that the information is accessible to all parents. Parents of ELLs currently serve on our PTA and on our SLT and have a strong voice in our community.

Our Parent Coordinator is currently working on starting an ESL adult program for some of our parents.

We currently partner with Educational Alliance, Henry Street Settlement, and Food Bank for NYC. Educational Alliance provides mental health services to some of our students and their families. Henry Street Settlement provides an after-school program and also works with PS 20 to provide the clubs for the PS 20 after-school program. The Food Bank for NYC provides training for some of our staff including teachers in grades K-2 for the "Cookshop" program (a health and nutrition program that promotes healthy cooking and eating). Our school has been very successful with the implementation of a "Cookshop for Adults" program. This program has brought many of our parents together who speak different languages and also teaches them the value of healthy cooking and eating.

Our parent coordinator sends out a survey to assess/evaluate the needs of our parents. We also look at our Learning Environment Survey to see what the needs of the parents are.

Part IV: Assessment Analysis

The assessment tool used by the teachers at PS 20 to assess the early literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has shown that many of our ELL students are reading below grade level. In grades 3-5 it is showing us that the students need to develop their critical thinking skills more because they are unable to comprehensively answer the inferential questions about the text. This shows us that we need to provide more time for thinking about the literature and to also provide scaffolds for the students in this area. The NYSESLAT /LAB-R data shows us that 41 out of 42 students in grades K-1 are Beginners and Intermediates. The trend in grades 3-5 is that the majority of the students are Advanced. 48 out of 79 students scored at the Advanced level. After looking at the Modality Analysis for the NYSESLAT, it is apparent that our students need more support with reading and writing. 73 students tested at the Proficient level for Listening and Speaking. While only 17 students tested at the Proficient level for Reading and Writing.

On NYS Assessments our ELL students score very well in Mathematics. Out of 55 students tested, 41 students scored a level 3 or level 4. On the ELA only 34 students scored a level 3 or 4. This shows us that more support is needed in developing our students writing, reading comprehension, and critical thinking.

Success of our ELL programs is measured through quantitative data as well as qualitative data. We look at the number of students who moved up 1 or more levels on their NYSESLAT as well as how many students are passing the NYSESLAT and no longer need ESL services. Classroom observations and 1:1 data conversations with teachers of ELL students help in the evaluation of the instruction and what is being executed in the classroom. We also look at the social and emotional development of our ELLs. This data is gathered by our guidance counselor

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in Pull-out

Indicate Proficiency Level: ___ Beginning ___ Intermediate Advanced

School District: ___1_ School Building: ___020_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:37	Subject (Specify) Supplemental Reading	Subject (Specify) Supplemental Reading	Subject (Specify) Supplemental Reading	Subject (Specify) Supplemental Reading	Subject (Specify)
2	From: 8:37 To: 9:25	Subject (Specify) Reader's Workshop Pull-out	Subject (Specify) Reader's Workshop	Subject (Specify) Reader's Workshop Pull-out	Subject (Specify) Reader's Workshop	Subject (Specify) Reader's Workshop Pull-out

3	From: 9:27 To: 10:12	Subject (Specify) Writer's Workshop	Subject (Specify) Writer's Workshop Pull-out	Subject (Specify) Writer's Workshop	Subject (Specify) Writer's Workshop Pull-out	Subject (Specify) Writer's Workshop
4	From: 10:12 To: 10:59	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study
5	From: 10:59 To: 11:46	Subject (Specify) Cluster - Art	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science
6	From: 11:46 To: 12:35	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 12:37 To: 1:22	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop
8	From: 1:24 To: 2:05	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop

9	From: 2:05 To: 3:00	Subject (Specify) Science/Social Studies				
10	From: To:	Subject (Specify)				

ESL Program Type: ___ Free-Standing ___X Push-in __X Pull-out

Indicate Proficiency Level: ___ Beginning __X Intermediate ___ Advanced

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50	Subject (Specify)	Subject (Specify) Supplemental Reading	Subject (Specify) Supplemental Reading	Subject (Specify) Supplemental Reading	Subject (Specify)
2	From: 8:55 To: 9:35	Subject (Specify) Reader's Workshop Pull-Out				

3	From: 9:35 To: 10:15	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop
4	From: 10:12 To: 10:59	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study
5	From: 10:59 To: 11:46	Subject (Specify) Cluster - Art	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science
6	From: 11:46 To: 12:35	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 12:37 To: 1:22	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop
8	From: 1:24 To: 2:05	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop

9	From: 2:05 To: 3:10	Subject (Specify) Science/Social Studies				
10	From: To:	Subject (Specify)				

ESL Program Type: ___ Free-Standing ___X Push-in ___X Pull-out

Indicate Proficiency Level: ___X___ Beginning ___ Intermediate ___ Advanced

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 8:50		Subject (Specify) Supplemental Reading Small Group with ESL teacher	Subject (Specify) Supplemental Reading Small Group with ESL teacher	Subject (Specify) Supplemental Reading Small Group with ESL teacher	
2	From: 8:37 To: 9:25	Subject (Specify) Reader's Workshop Pull-Out	Subject (Specify) Reader's Workshop Pull-Out	Subject (Specify) Reader's Workshop Pull-Out	Subject (Specify) Reader's Workshop Pull-Out	Subject (Specify) Reader's Workshop Pull-Out

3	From: 9:27 To: 10:12	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop Push-In	Subject (Specify) Writer's Workshop
4	From: 10:12 To: 10:59	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study	Subject (Specify) Word Study
5	From: 10:59 To: 11:46	Subject (Specify) Cluster - Art	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science	Subject (Specify) Cluster - Science
6	From: 11:46 To: 12:35	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 12:37 To: 1:22	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop
8	From: 1:24 To: 2:05	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop	Subject (Specify) Math Workshop

9	From: 2:05 To: 3:00	Subject (Specify) Science/Social Studies				
10	From: To:	Subject (Specify)				

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

K-5

Number of Students to be Served:

LEP 180

Non-LEP 15 former ELLs

Number of Teachers 2

Other Staff (Specify) None who are funded by Title 3

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

PS 20 will serve approximately 80 students in an after-school program that will run from October 5, 2009 - May 28, 2010, 5 days per week. This after-school program will combine a 21st Century after-school grant, a Legislative grant for Conflict-resolution, and Title 3 funds to form this 5 day program.

The Title 3 component of this large program will occur on Wednesdays and Fridays. On Wednesdays and Fridays, one teacher will work with two groups of 20 students who are at beginner to intermediate levels of English proficiency. Each instructional group will meet with the teacher for 50 minutes. One group will consist of students in Kindergarten and First grade, the other group will consist of 2nd - 5th grade students.

The instructional program will consist of promoting English language development that particularly supports student achievement in the content areas of literacy, social studies, and science. Students will learn content-specific vocabulary and phrases (their targeted goals), gaining valuable practice in expressing this language through oral and written activities. They will also learn instruction-specific vocabulary that students must master in order to function in classroom lessons (these words and phrases may be particular to our PS 20 program, such as words needed to function in our literacy workshops) or they may have a much more general purpose.

It should be noted that these students will also be taught by this teacher on Monday for the same amount of time. The funding for this day is not from Title 3, however it will provide students with more language support across the curriculum.

On Fridays, another Title 3 teacher will teach two additional groups of 20 students each. They will have one 50 minute instructional period. These students will be students who are at intermediate to advanced levels of English proficiency. One group will be K-3, while another group will consist of students in grades 4-5.

The instructional program of this program will be specific to English language use in content-area instruction. Rigorous study of "juicy" vocabulary and sentences encountered through higher-order analysis of literature and non-fiction text will be addressed. This vocabulary and sentences chosen for study will be aligned with the language goals for students.

Demonstration of acquisition and understanding of the newly learned words, sentence structures, and concepts will be through reading and verbal expression will be stressed.

It should be noted that these students will be taught by this same teacher on Wednesday and Monday. The funding for these two days does not come from Title 3, however the program will be devoted nonetheless to the study of specific rigorous language found in higher-order thinking and analysis.

All teachers will be ESL or bilingual certified.

To complement our after-school program, we will sponsor four Parent Learning nights that will immediately follow our after-school program (all parents of ESL students will be invited.) These evenings will consist of student learning games, students teaching parents their strategies for learning, and student-parent response to literature. Some of the activities will stem directly from the Title 3 instruction, while others will come from the after-school activities from the other afternoons (M,T, and Th.) Prizes and refreshments will be provided since the time will be in the evening.

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.

The ESL staff for our Title 3 program, along with our regular school day ESL staff, will be engaged in two different PD cycles. First, they will participate in a two month study led by our ELL content specialist from our Children's First Network. This staff consists of 4 teachers of self-contained ESL classes, two ESL teachers who provide push-in/pull-out service, and three general education teachers who have ESL students in their class. These teachers will be released for three half-days to work with our content specialist. She will be doing her residency with us on the following days: October 9, 23, November 6, 20, December 4, 18. The days for the half-day workshops will be October 9, October 23, and November 20. For days when the teachers are not released for workshop activity, our content expert will visit teachers in the classroom for in-class coaching.

There will be three main goals for our professional development. The goals are:

1. To identify language that is content-specific or specific to the PS 20 instructional program that is challenging for our English language learners.
2. To learn how to set appropriate goals addressing our content/instruction-specific language challenges. This language will be specific to literacy, social studies, and science. These goals are should be targeted by both the daytime program and by our Title 3 after-school program.
2. To learn how to scaffold student learning groups to support achievement of the language goals for a lesson.

The excerpts of text to be used for this study will be drawn from "Balanced Literacy for English Language Learners, K-2" by Linda Chen and Eugenia Mora-Flores, "to Understand" by Ellin Keene, and from "More Advanced Lessons in Comprehension" by Frank Serafini and Suzette Youngs. Additional articles will supplement the study.

The second cycle of professional development will be in the spring. All after-school teachers, and many other ESL teachers, will participate in instructional coaching with our literacy consultant from AUSSIE. The study will occur over 4 days, with two days devoted to observing colleagues deliver lessons.

In contrast to the first study, where teachers were learning to identify and set language goals, this study will focus on instruction and the intentional support of students to achieve language goals. This will include providing scaffolds, improving verbal delivery, and providing optimal context for learning. The consultant will work with both in the after-school setting and in the regular classroom.

Form TIII – A (1)(b)

-

School: PS 20 M
BEDS Code: 01M020

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15676.30	Per Session We will have two teachers working on Wednesdays and Fridays for 33 weeks, serving approximately 80 students. 1 Teacher @ \$49.89/hr for 4hrs/week for 33 weeks = \$6585.48. 1 Teacher @ \$49.89/hr for 2 hrs/week for 33 weeks = \$3292.74 For our parent learning activities, we will have two teachers creating and staffing four parent learning nights. They will be supervised by one supervisor. Teachers @ \$49.89 for 9 hrs for (3 hrs. activity + 6 hours planning) = \$1347.03

		<p>1 Supervisor @ \$52.21 for 5 hrs = \$261.05</p> <p>Per Diem</p> <p>For our professional development, we will release 10 teachers for 3 half-day workshops. We will also release 10 teachers for 2 half-day lesson observations.</p> <p>5 Subs @ \$167.60 for 5 days = \$4,190</p>
<p>Purchased services - High quality staff and curriculum development contracts</p>	<p>3 ays Aussie Consultant @ \$1150/day= \$3450</p>	<p>\$3450 is devoted to our AUSSIE consultant, who will work with our teachers during the 2nd phase of our PD (the lesson observations.) It should be noted that the school is paying for oneditional days for her from other funds.</p>
<p>Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.</p>	<p>\$4751.92</p>	<p>2 parent nights @ \$200 each for food = \$400.</p> <p>2 parent nights @ \$150 each night for prizes (books, school supplies, math tools, science equipment) = \$300</p> <p>2 parent nights @ \$50 ech night for miscellaneous supplies (paper, scissors, glue, etc.) = \$95</p> <p>Content-area trade books for after-school programs, grades K-5 = \$3,000</p> <p>Materials and Supplies for after-school programs, grades K-5 = \$ 1039.5</p>
<p>Educational Software (Object Code 199)</p>	<p>0</p>	<p>n/a</p>
<p>Travel</p>	<p>0</p>	<p>n/a</p>
<p>Other</p>	<p>0</p>	<p>n/a</p>
<p>TOTAL</p>	<p>\$23,878.22</p>	

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.

We review the home language surveys to determine which languages we have in the school. We then speak with parents to determine if they are bilingual in English or another language (for example, some parents may speak Fuzhinese, but can understand mandarin so verbal translation in mandarin suffices.)

We have three main languages for written translations. They are Bengali, Chinese, and Spanish. We had need for writing in Arabic last year, but we are now able to provide things in English. Upon verbal feedback from parents, the Bengali community has let us know that written English is preferred to Bengali. The reasons for this are that 1) the community is not literate in this language and 2) the version of written Bengali that comes from our central translation office differs from the version many have learned.

We have four main spoken languages for translation. They are Bengali, Mandarin, Cantonese, and Spanish.

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

We have three main languages for written translations. They are Bengali, Chinese, and Spanish. We had need for writing in Arabic last year, but we are now able to provide things in English.

We have four main spoken languages for translation. They are Bengali, Mandarin, Cantonese, and Spanish.

It is a given that we must provide such translation at every meeting.

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.

Written translation is provided in three main ways.

1. We translate material in-house by native speakers. This applies to all Spanish material, and most short notices in Chinese.
2. We rely on Dept. of education services for lengthy Chinese documents and all Bengali documents.
3. We sometimes use freetranslation.com when we have a shortage of time. We either pay to have documents translated by professionals, or we use free translations and have them reviewed by native speakers.

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.

We have all Spanish and Chinese translation performed by in-house staff.

For Bengali, we only have one staff member who is bilingual. She performs most translation, but the school is often faced with not meeting the Bengali need.

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>.

There are signs posted at the main entrances and in the main office that notify parents that translation is available to them, either by staff or via phone.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	580451.00	72440.00	652891
2. Enter the anticipated 1% set-aside for Parent Involvement:	5804.51		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		724.40	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29022.55		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		3622.00	
6. Enter the anticipated 10% set-aside for Professional Development:	58045.10		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		7244.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100%

9. 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. On-going professional development is in place.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL PARENTAL INVOLVEMENT POLICY

GENERAL EXPECTATIONS

PS 20, The Anna Silver School, agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section*

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Dear Parents and Students ,

We, as a staff at PS 20, promise to give your child the best education possible. We need your help and cooperation.

Our first step is to have clear expectations for everyone. After you have read this pact with your child, please sign and return the pact to your child's teacher.

We Agree to the Parent-School pact of PS 20.

NAME OF CHILD: _____ Class: _____

_____ Date: _____

Signature of Teacher

Signature of Parent Date Signature of Student Date

(sign and tear off)

We Agree to the Parent-School pact of PS 20.

NAME OF CHILD: _____ Class: _____

_____ Date: _____

Signature of Teacher

Signature of Parent Date Signature of Student Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Since our school is a Title 1 SWP school, we used the same needs assessment for writing the CEP goals.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

1. All students are provided with research-proven core programs. These include balanced literacy instruction, Everyday Mathematics, and the NYC Core Curriculum for science, social studies, and technology. Additional programs include ReadNaturally and Ticket to Read, two software-based reading programs.
2. Instructional strategies used to implement curriculum include the workshop model, guided reading, one-on-one conferences, shared reading, read alouds, providing opportunities for academic talk, and Orton-Gillingham for phonics/phonemic awareness.
3. Students on grade level are provided an opportunity to meet the advanced level through differentiated instruction, in particular through individual conferences and strategy groups that address higher standards.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

1. Students performing below standard on NY State assessments (ELA, Math, Science, Social Studies) are automatically placed in our morning intervention program for 150 extra minutes of instruction.
2. Students who do not take NY State assessments are assessed by research-based, NYC Dept. of Education tools (Teachers' College Reading Records and Writing Assessment, Everyday Math Unit Assessments) Student performing below benchmark are automatically placed in our morning intervention program for 150 extra minutes of instructions.
3. Students are provided with daily academic after-school programs (21st Century Academic Learning and Title 3)
4. Students most in need are given Academic Intervention after school if they are unable to come to our morning program. We have three teachers reserved for this program.

- o Help provide an enriched and accelerated curriculum.

1. Students are provided with several social programs that assist them in focusing on academics. These include conflict managers, an extended conflict-management program in an after-school program, counseling from an outside agency 5 days per week, and several programs with adult volunteers through America Reads and NY Cares (a day with GAP employees, etc.).
2. Students are enrolled in several enrichment activities, including morning science, math, and literacy (drama) clubs. Further enrichment programs (for all students), include architecture, chess, a Perfume Project sponsored by Estee Lauder (a sophisticated program teaching product design, marketing, advertising, and budgeting), National Dance Institute, American Ballet Theater, and Rosie's Broadway Kids.

- o Meet the educational needs of historically underserved populations.

- Virtually all of our students belong to one or more historically underserved groups, thus everything we do goes towards this population.

- o 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.

We have a full-time guidance counselor who provides at-risk services to students in addition to her mandated group. These students are seen individually or in small groups.

We also have on-site therapeutic services provided by the Educational Alliance, a not-for-profit agency that serves the local area. Students are seen individually or with their families.

Some school-wide programs include conflict-resolution, our new 21st century after-school program, and TRIBES (we will train our first cohort of teachers in April.)

- o Are consistent with and are designed to implement State and local improvement, if any.

We have met all accountability measures.

3. Instruction by highly qualified staff.

We have 100% highly qualified staff.

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.

Title 1 funds have gone to the following professional development programs:

--.5 funding for assistant principal, who works with grades 3-5 in literacy.

--AUSSIE literacy consultant, specifically working with grades preK-1.

--Math consultant from Bank Street.

--Release time for teachers to engage in study, such as study groups reading "to Understand" and learning ESL instructional strategies.

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

We are fortunate to work in an area where recruitment is easy.

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

We have a 21st century learning grant that will provide \$6,000 worth of workshops for parents.

We also won a grant that pays us to devise innovative ways to use ARIS in our home-school connection. The grant has provided us with a parent computer lab and workshops teaching parents how to access ARIS on the internet.

Our PTA is active with family learning nights, such as movie night, where students receive copies of the books ahead of time and read it before seeing the movie.

Finally, we have one ESL class that is provided Monday - Friday for parents at an intermediate level of English.

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.

We have three preK programs, which allow us to take 54 students. This program is heavily supported with paraprofessionals and our preK social worker.

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.

All assessments are collected three times per year to monitor progress. After the collection of the assessments, teachers meet with either the principal or assistant principal to review student achievement data and set classroom goals. The data is disaggregated by gender, language, special needs, and ethnicity.

Grade-wide data is reviewed at the grade-level in our regularly scheduled planning meetings. These meetings review data on the whole to guide revisions for curriculum for the upcoming months.

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.

PS 20 has an intervention team that meets on a weekly basis to review students who are identified as needing extra assistance. Teachers come to the meeting seeking advice on how to reach students who are in need. Assistance includes in-class observations of students and teachers, review of student work, and one-on-one additional screenings/assessments. Each child is assigned a case manager to ensure that the child receives the right type of intervention.

Intervention options are provided both before and after school, using research-proven program and methods to reach students. Each grade offers a range of programs so that there is a program for each child's individual needs. These range from phonemic awareness to mathematics to reading comprehension to esl.

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.

We have combined our 21st century learning grant with our Title 3 grant and our conflict-resolution grant to provide after-school services to approximately 125 students. We offer a 5 day program that provides enrichment (clubs such as dance and drama), academic support, and ESL. The combination of the three funds allows us to provide a full-week program.

PS 20 opted to provide a 5-day per week program to 125 students, rather than pooling resources for only two or three days per week because we know that parents only seek out 5 day/week programs. There are relatively very few students who are available to come for just two or three days. We would serve less students if we did this type of program.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

The staff met the previous year to discuss this, and the overwhelming response was that these findings are relevant to our school. The majority of the analysis happened at grades K-3 because we used the Reading First program promoted by the federal government. The analysis happened at a number of grade meetings in May, June, and over the summer of 2009.

We compared the recommended curriculum materials, Trophies produced by Harcourt Brace, and found that the curriculum failed to meet state standards in several areas. Most significantly, the literature was found to not promote deeper comprehension such as character analysis, inferential thinking, and connection to greater ideas.

It did seem to meet expectations in the areas of phonics and phonemic awareness.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Comparison of the scope and sequence of the recommended program with state and city standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We have already spent much time revising our curriculum units. Most of this work occurred over the summer of 2009, but is continuing throughout this year.

The support that the school needs is financial. We are purchasing as many leveled readers within genre and topic areas as possible, however we need to purchase many more.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our entire school did not make this assessment. Rather, this process was exposed through our making of student achievement goals.

We realized that our curriculum speaks strongly to making content goals, yet we do not spend time teaching processes and strategies.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our bi-weekly curriculum meetings in mathematics always point us towards fulfillment of content goals for students. We realize that we our lesson plans do not reflect processes.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We do not need support from central.

We will approach mathematical process in the same way that we approach processes in ELA. This work will begin in the spring.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent

of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school engaged in a self-reflection in preparation for the Quality Review. We spent two faculty meetings reviewing our instructional strategies in ELA.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Because we use the workshop model, we have a high level of instruction that is not teacher directed.

Also, because we have literacy centers for our word work period, we again avoid direct instruction by teachers to the entire class.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our math coach leads math grade team meetings on a continual basis. Instructional modes are reviewed monthly.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Monthly walk-throughs of math instruction show that students often work collaboratively in groups, both to solve daily work and to attack group projects.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The SLT reviews every year our Table of Organization.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our turnover rate is historically at less than 3% of our teacher population.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our SLT reviews ELL performance. We have two representatives on the SLT who brings issues concerning ELLs to the group. A review of professional development is a regular part of our annual reflections on school performance.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have many ELL teachers who have not attended training in the past year.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We have arranged a 6-week residency with an ELL specialist for all ELL teachers. This residency is funded, in part, by Title 3 funds. The residency is designed to support ELL teachers in fulfilling their part of our overall student achievement goals.

We are concentrating on the task of promoting deeper comprehension in literacy. The ELL PD is aligned with the work that our literacy coaches are doing with the grade teams. In particular, we are looking at how we can scaffold deeper comprehension outcomes.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We review ELL data in several different ways. The SLT reviews student performance of ELLs in all major content areas. Grade teams review the performance of ELLs in their grade at least three times per year. Also, during teacher one-to-one conferences with administrators, we disaggregate performance in all content areas, looking at ELL performance in their classes. These also occur three times per year.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have evidence from grade meetings, one-to-one conferences, and SLT meetings that show our monitoring of performance data. The principal also has his master spreadsheet that shows student performance and includes a disaggregation along English proficiency.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our IEP team meets bi-weekly where we discuss student performance. A review of IEP usage as an instructional tool is part of this discussion.

Our SLT also meets to discuss performance of students with disabilities. The student performance raises questions of teacher capacity and the ability to meet students needs. Professional development, of course, is part of this discussion.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have looked at the number of teachers who participated in professional development over the past year, and we have conducted classroom observations.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We are devoting one Inquiry Team sub-group to our Collaborative Team Teaching classes. This will particularly address both general and special education teachers who are most in contact with students with IEPs.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school specifically discussed this issue at several IEP team meetings. It is clear that IEP goals need to be aligned with classroom curriculum.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This issue is widely acknowledge by our IEP team based on reviews of IEPs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our AP in charge of special education held a professional development meeting last year to address the rewriting of goals. The goals should be measured according to our classroom assessments, such as running records and Everyday Mathematics end of unit tests.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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 2009-10)

APPENDIX 9: 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/ronlyres/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.)

We currently have 10 students in a shelter, 18 in temporary housing, and 8 more who are "doubled up" in a relative's house.

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

Students in temporary housing are supported in a number of ways in our school.

1. They are given preference for a number of programs in our school, especially before and after-school programs. They all have guaranteed after-school five days per week if they wish, and they have flexible AIS services before or after school if they desire. We have also opened our doors early on Mondays and Fridays so that parents may drop them off early if they need to.
2. We have a certain amount of supplies available for students if they need. These basic supplies include compositions books, pencils, papers, etc.

3. Students have priority in at-rksk counseling if they are identified through our PPT for needing mental health support.
4. We created a parent computer lab that is open to all parents, but particular is helpful to parents who do not have these resources at home.

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 the borough Integrated Service Center (ISC) or Children First Network.