



P.S. 020 JOHN BOWNE

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 020 JOHN BOWNE
ADDRESS: 142-30 BARCLAY AVENUE
TELEPHONE: 718-359-0321
FAX: 718-358-0762

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q020 **SCHOOL NAME:** P.S. 020 John Bowne

SCHOOL ADDRESS: 142-30 BARCLAY AVENUE, QUEENS, NY, 11355

SCHOOL TELEPHONE: 718-359-0321 **FAX:** 718-358-0762

SCHOOL CONTACT PERSON: Victoria Hart **EMAIL ADDRESS:** VHart@schools.nyc.gov

<u>POSITION / TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Victoria Hart</u>
<input type="text"/>	<input type="text"/>

PRINCIPAL: Victoria Hart

UFT CHAPTER LEADER: Bonnie Serle

PARENTS' ASSOCIATION PRESIDENT: Jaya Patil

STUDENT REPRESENTATIVE:

(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Foley, Diane

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
Victoria Hart	Principal	
Cynthia DiBello	Admin/CSA	
Janice Eagen	Admin/CSA	
Eileen Aherne	UFT Member	
Lisette Cruz	UFT Member	
Ilyssa Steinberg	UFT Member	
Lori Wansor	UFT Member	
Bonnie Serle	UFT Chapter Leader	
Jaya Patil	PA/PTA President or Designated Co-President	
Sherrell Jordan	Parent	
Jie Ma	Parent	

Karen Martinez	Parent	
Sonia Singh	Parent	
Shalini Dhanda	Parent	
Aley Fatma	Parent	
Georgina Ramirez	Parent	

*** Core (mandatory) SLT members.**

Signatures of the member 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.

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.

The vision of P.S. 20 is that parents, teachers, administrators, staff, and community people will maximize the use of their skills and resources to enable students to meet and exceed the rigorous New York State Performance Standards. Our mission is to provide a safe, caring community for all children, to be responsive to the children's academic needs and to encourage a feeling of self-worth so that the children will be successful, lifelong learners.

P. S. 20 Queens, a Pre-K to Grade 5 Title I school of more than 1400 students, is rich in cultural diversity. Our children come from many backgrounds: 64.4% are Asian, 26.2% are Hispanic, 4% are African-American and 3.9% are Caucasian. Mandarin, Spanish and Hindi are the major languages spoken. There are more than sixty other home languages spoken by students in the school. The large majority of our students come from households where the home language is one other than English. Cultural diversity is celebrated across the curriculum where staff utilizes the various cultures of our students and incorporates them into many ongoing themes.

Our school has created a safe and caring environment through the efforts of all members of the community. Trained parent volunteers assist students through tutoring. School events are enthusiastically supported by our PTA members. Through the UFT School-Based Options Plan, the professional staff of the school maintains a tone that provides an optimum learning environment by extending itself beyond the scope of its pedagogical duties. We have a strong working relationship with our Community Based Organizations which help support parent involvement.

Our strengths and resources include our multicultural population, parent involvement, in-house staff developers for Literacy, Math and Technology, bilingual and ESL specialists, balanced literacy program, professional lending library, communal leveled guided reading library, extensive classroom libraries, independent and small group literacy reinforcement via teacher trained and supervised paraprofessionals, Respect for All Program, Academic Intervention Services, Extended Day Academic Support Program, bilingual/ESL afterschool instruction through Title III, community-based arts programs, and a highly skilled and multi-talented professional staff of administrators and teachers with a willingness and eagerness to learn. Some special talents include knowledge and use of our professional audio/video equipment and television/video studio, advanced computer skills including computer graphic arts, and professional instruction in music, dance, theater and visual arts. We continue to use rich materials attained through a two-year REA Grant, now supported using other funds.

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 020 John Bowne						
District:	25	DBN:	25Q020	School BEDS Code:	342500010020		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
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	89	126	126		95.2	95.8	96.0
Kindergarten	210	223	191	Student Stability - % of Enrollment:			
Grade 1	211	228	235	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	167	207	220		94.5	95.0	93.3
Grade 3	174	171	171	Poverty Rate - % of Enrollment:			
Grade 4	167	171	171	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	165	159	172		73.3	74.6	75.2
Grade 6	178	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	2	5
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		47	35	24
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	1	1	0	(As of October 31)	2006-07	2007-08	2008-09
Total	1362	1280	1302				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	10	23	32	Principal Suspensions	8	2	3
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	0
Number all others	56	53	52	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	30	27	15	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# receiving ESL services only	402	408	427		86	84	91
				Number of Teachers			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	7	2	8	Number of Administrators and Other Professionals	9	21	20
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	11	12
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	98.8	100.0	100.0
				% more than 2 years teaching in this school	86.0	88.1	83.5
				% more than 5 years teaching anywhere	75.6	82.1	79.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	98.0	99.0	97.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	95.3	96.1
American Indian or Alaska Native	0.4	0.2	0.2				
Black or African American	5.9	4.4	4.0				
Hispanic or Latino	30.0	27.5	26.2				
Asian or Native Hawaiian/Other Pacific Isl.	60.0	63.8	64.4				
White	3.7	4.0	3.9				
Male	48.9	50.0	49.9				
Female	51.1	50.0	50.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject		0	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A	Overall Evaluation:		W			
Overall Score:	72.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data		W			
School Environment:	11.3	Quality Statement 2: Plan and Set Goals		W			
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals		√			
School Performance:	19.4	Quality Statement 4: Align Capacity Building to Goals		W			
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise		W			
Student Progress:	39.7						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

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				W = Well Developed			
				◊ = Outstanding			
				NR = No Review Required			

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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?

Looking at the most current available data, these are our findings:

The data from the 2008-2009 Progress Report indicates that we are performing above 25% of all elementary schools. Our goal is to increase this performance. According to this report, the percentage of students making Adequate Yearly Progress (AYP) on the English Language Arts State Assessment was 65.4%. This is an area in need of improvement. The average growth for students at ELA proficiency Levels 1 and 2 was insignificant (.05). In Mathematics, the percentage of children making AYP was 72.9. All of this data reflects the need to address the students who reach a plateau and are not moving beyond a specific proficiency level and are, in most cases, not making adequate yearly progress.

Our school has made an effort to increase communication with parents. We made parent communication a priority in our building after reflecting on the data from 2008-2009 Progress Report. In 2007-2008 our school's communication score was 7.3. This score has improved to 7.5 on the 2008-2009 Progress Report. We are proud of our success, yet we will continue to make further improvements.

The 2008-2009 School Report Card shows one of our greatest accomplishments is that a large percentage (82% of third graders, 79% of fourth graders, and 82% of fifth graders) of students in Grades 3-5 performed at or above Level 3 on the English Language Arts exam. Through our comprehensive Balanced Literacy program, we have given our students the strategies to become stronger readers and writers. Therefore, their performance has improved. Looking more closely at the data, we noticed that there were very few students (11.4% of third graders, 8.5% of fourth graders, and 7.4% of fifth graders) performing on Level 4.

Our 2009 Quality Review indicates that the strengths are many. Teachers of P.S. 20 create spreadsheets from multiple sources of relevant data across all subjects, which enable them to understand student performance at a glance and take timely action to support these students. The staff also uses very effective data-informed processes for planning and goal setting for students in all subjects and modifies these, as necessary, based on clearly identified student needs. Parents are given valuable opportunities to be involved in their child's learning through regular personal communication with staff about their child's academic progress. The school has developed an effective English as a second language data base that enables them to determine the specific needs of all English as a second language students and to set interim goals. There is a spirit of collaboration and community in the school where the staff assists each other professionally and are positive models for students who, as a result, feel safe, cared for and want to learn. Professional growth is a high priority and as a result the

reflective staff benefit from a wealth of opportunities to share and develop strengths as individuals and members of the teaching community. The principal and other school leaders make good use of data to regularly evaluate the effectiveness of organizational decisions, intervention and professional development and make necessary adjustments to plans.

Suggestions were made to ensure that there is consistent use, throughout all core subjects, of key state standards. It was also recommended to promote greater consistency in differentiated instruction based on data, so that lesson planning reflects purposeful groupings that meet student needs and maximize student learning in all grades. P.S. 20 should promote the use of rubrics that reflect student performance and provide information about the next steps for student improvement. On an interim basis these goals, once mastered, will be revised.

The Item Analyses in ELA and Math, first received this year, have provided us with both schoolwide and individual student information regarding the strengths and weakness of specific skills areas. This information is useful for setting and attaining our goals.

After the ELA data was reviewed it was found that the third grade students need more work on evaluating the content by identifying important and unimportant details, evaluating the author's purpose and reading and understanding written directions. The fourth grade will work on improving the collection and interpretation of data, facts, and ideas from unfamiliar texts, making predictions, drawing conclusions, and making inferences about events and characters. Other areas of need include listening/writing skills, reading/writing skills, and writing mechanics. The fifth grade will improve editing and grammatical construction, with focus on the rules of punctuation, capitalization, and spelling. In addition, those students will work on evaluating information, ideas, opinions, and themes in texts by identifying a central idea and supporting details.

The Math Item Analysis has shown that students are high performing in math. The areas of improvement are very few, but important nonetheless. In Grade 3, 20% of the students had trouble estimating numbers up to 500. They also need to improve strategies for understanding the place value structure of the base ten number system. More than half of the students in Grade 4 will work on expanding their capacity for representing data using graphs, as well as formulating conclusions and making predictions from these graphs. Another need for the fourth graders is selecting appropriate computational and operational methods to solve problems and this will be explored further. In the fifth grade, students show needs in the area of geometry: properties of angles, ratio of similar triangles and the sum of interior angles. In depth instruction will take place to strengthen the student's individual needs as well.

We have made a concerted effort to have our teachers become more data savvy. One way we approached this was through in-house course offerings in the Spring 2009 term. The following courses on data were offered:

Streamlining Our Writing Conferences and Giving Effective Feedback
Misconceptions on the NYS Math Exam
Understanding IEPS

We also offered courses to our teachers to support them in the area of differentiated instruction. The following were offered:

Differentiated Input and Output – RAFT Project Based Learning
How to Put the “Different” in Differentiation in Math
Using Standards and Rubrics to Guide Instruction

Our school has made a tremendous effort to make technology become a natural integrated component of classroom instruction. With this goal in mind, the following were offered:

Appleworks :Beyond Word Processing, Making Brochures and
Smartboard Made Easy
Practical Classroom Application Using a Smartboard

Writing Lessons on the Smartboard

Supporting the needs of our ELL population has always been a challenge. This led to the creation of the following courses:

Visual Literacy and Language Development
Using Educational Games
QTEL

These course offerings were established as a starting point for addressing the identified needs of P.S. 20. We are continuing to support these needs throughout this school year.

In reflection, some of P.S. 20's greatest accomplishments have been the positive increase in parent communication, the substantial percentage of students who are meeting or exceeding grade-level standards in ELA according to our school's Progress Report, the outcome and feedback from our Quality Review and the variety of Professional Development we offer to support our staff. Our excellent in-house *Spring Professional Development Catalogue of Courses* support teachers in areas such as differentiation, data-driven instruction and quality instruction for ELL's. Our courses take place annually and are based on teachers' needs.

We are now facing some challenges as we are receiving an influx of Chinese speaking students. To meet this growing population we will form a bilingual class in the fourth grade as well as provide Chinese books in every mainstream classroom. This will help in addressing content level challenges in areas such as Social Studies and Science. At P.S. 20, we do not consider the above a barrier, simply a challenge that we will continue to address.

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
<p>To increase the percentage of 4th and 5th grade students in school's lowest third making Adequate Yearly Progress in math from 64% to at least 70% by June 2010 according to the New York State Math Assessment.</p>	<p>To improve performance of students in the bottom one third by analyzing data and meeting the individual needs of the target students. The Math Staff Developer will meet with teachers to focus support on the relevant mathematical concepts for each unit of study.</p>
<p>To increase the writing performance of self contained special education students so by June 2010 at least 15% will approach (Level 2) grade level writing standards according to rubrics aligned with New York City & State Performance Standards and the Teachers College Writing Continuum.</p>	<p>A team of Special Education classroom teachers, the IEP teacher, Literacy Coach and Occupational Therapist will participate in an Inquiry Study group which will research and implement best teaching practices with regard to writing performance and stamina.</p>
<p>By June 2010, the targeted 3-5 students per teacher per Inquiry Team will:</p> <p><u>Pre-K:</u> Increase oral language as exhibited by evidence of four descriptors on the Pre-K Oral Language Observation form and two descriptors from the Pre-K Assessment of Children's Learning From Books.</p> <p><u>Kindergarten:</u> Increase fluency so that students can read at least a level B/C book with a fluency score of at least 2 out of 3 and a comprehension score of at least 5 out of 7 on the Fountas and Pinnell Benchmark Assessment Fluency and Comprehension Rubrics.</p> <p><u>Grade 1:</u> Increase vocabulary acquisition so that students will perform at least a Level 4 on the ECLAS2 Vocabulary Assessment and master at least a Level H/I on the Fountas and Pinnell Benchmark Assessment.</p> <p><u>Grade 2:</u> Increase fluency by at least one level on</p>	<p>In conjunction with the Alternative to Observation, teachers will form teams, analyze data, and choose a focus for their inquiry work. Through common planning time, and with support from Inquiry Team advisors, teachers will address the needs of target students and improve their instructional practice based on their findings.</p>

the Fountas and Pinnell Fluency Assessment.

Grade 3: Deepen the writing vocabulary usage of students by moving them from using all Tier 1 words to using at least three to five Tier 2 (sophisticated) words per writing piece as measured by Unit Writing Rubrics and Vocabulary Checklists.

Grade 4: Improve Reading Comprehension and Fluency using Readers Theater so that targeted students increase by a minimum of two reading levels as measured the Fountas and Pinnell Benchmark Assessments.

Grade 5: Increase the targeted students English Language Arts Assessment score from a Level 2 to a Level 3, thus showing Adequate Yearly Progress, as measured by the Fifth Grade New York State ELA.

(Please Note: This is a sampling of P.S. 20's Inquiries for the 2009-2010 school year. All Inquiries are being documented on Inquiry Spaces.)

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

Mathematics

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of 4th and 5th Grade students in the school's lowest third making Adequate Yearly Progress in math from 64% to at least 70% by June 2010 as measured by the New York State Math Assessment.</p>
<p>Action Plan</p> <p><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>Analyze 2009 NYS Math results using Item Analysis spreadsheet to target students' needs and improve teachers' instruction (October 2009)/Teachers for grades 4 and 5 will meet with Math Staff Developer (monthly)/Math Staff Developer will disseminate new math information to teachers (monthly)/Focus support for teachers on mathematics concepts for each unit of study (monthly)/Develop math centers in each classroom to further differentiate instruction (October-June)/Stock Market Game(ongoing)/First in Math (Game 24) & participation in study (ongoing)/AHA! Math modules/videos (September-March)/Parents As Partners for Test Preparation Night.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Purchased FOCUS books on content strands for Grades 1-5/Purchased license to Rainforest Math/AHA! math program for remediation and enrichment/Study Island/Math Staff Developer provides professional development/Common planning/articulation of teachers/Participation in off site professional development/Renzulli Learning/Purchased <u>One Week to Better Success</u> math workbooks for vacation homework grades 3, 4 and 5/Teachers conducted workshops for parents and students in preparation for the NYS Math exam.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Results of 2010 NYS Math exam/Coach's schedule/Student work/Classroom artifacts/Formal and informal observations/Rewards from First in Math/Data from AHA! Math/Checklists.</p> <p>Intervals of Periodic Review: November 2009-Math Instructionally Targeted Assessment, January 2010-Math Predictive, March 2010-Math ITA, February 2010-Everyday Math Midyear Assessment, Monthly- EDM Unit Assessments, EDM End of Year Assessment.</p>

Subject Area

Writing

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the writing performance of self contained special education students so that at least 15% will approach (Level 2) grade level writing standards according to rubrics aligned with New York City & State Performance Standards and the Teachers College Writing Continuum.</p>
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<p>Action Plan</p> <p><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>IEP teacher, Occupational Therapist and Literacy Coach will participate in a study group/Inquiry team with special education teacher (bi-weekly)/ Coach will conduct model/Co-teaching lessons(bi-monthly)/Common planning and articulation time to discuss strategies and student progress (bi-weekly)/ On-site staff development in best teaching practices for students with special needs and IEP writing (ongoing)/ Attendance of off-site professional development in which the information is turn-keyed to the staff / Selected staff members trained in Brain Gym to promote the use of focusing techniques/Purchase of recommended tools and resources necessary to support students and staff (October/November)/ Monitor the progress of targeted students through formal and informal observations (daily) / Analyze data to identify the students' needs in order to best meet students' goals (weekly).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Purchase any recommended tools for students (i.e. pencil grips, timers)/Staff development of faculty that service special education students/Common planning time provided for all special education teachers/Additional academic support by paraprofessionals.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher observation (daily) /Formal and informal observations (daily)/Acuity Predictives/Conferencing of student with teacher (weekly)/End of Writing Unit Rubric and Checklists aligned with New York State standards (monthly).</p>

Subject Area

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the targeted 3-5 students per teacher per Inquiry Team will:</p> <p><u>Pre-K:</u> Increase oral language as exhibited by evidence of four descriptors on the Pre-K Oral Language Observation form and two descriptors from the Pre-K Assessment of Children’s Learning From Books.</p> <p><u>Kindergarten:</u> Increase fluency so that students can read at least a level B/C book with a fluency score of at least 2 out of 3 and a comprehension score of at least 5 out of 7 on the Fountas and Pinnell Benchmark Assessment Fluency and Comprehension Rubrics.</p> <p><u>Grade 1:</u> Increase vocabulary acquisition so that students will perform at least a Level 4 on the ECLAS Vocabulary Assessment and master at least a Level H/I on the Fountas and Pinnell Benchmark Assessment.</p> <p><u>Grade 2:</u> Increase fluency by at least one level on the Fountas and Pinnell Fluency Assessment.</p> <p><u>Grade 3:</u> Deepen the writing vocabulary usage of students by moving from them from using all Tier 1 words to using at least three to five Tier 2 (sophisticated) words per writing piece as measured by Unit Writing Rubrics and Vocabulary Checklists.</p> <p><u>Grade 4:</u> Improve Reading Comprehension and Fluency using Readers Theater so that targeted students increase by a minimum of two reading levels as measured the Fountas and Pinnell Benchmark Assessments.</p> <p><u>Grade 5:</u> Increase the targeted students English Language Arts Assessment score from a Level 2 to a Level 3, thus showing Adequate Yearly Progress, as measured by the Fifth Grade New York State ELA.</p> <p>(Please Note: This is a sampling of P.S. 20’s Inquiries for the 2009-2010 school year. All Inquiries are being documented on Inquiry Spaces.)</p>
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<p>Action Plan</p> <p><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>Members of the cabinet (consisting of instructional leaders, literacy, technology, mathematics, ELL staff developers and coaches) will provide support to inquiry teams (September 2009-June 2010)/ Conduct staff development using step by step models regarding participation in inquiry work (October-December 2009)/Children First Intensive Inquiry Team Handbook can be accessed online through our ARIS community (ongoing)/ Established a professional library for the teachers to conduct research and share the results of their work to promote school-wide change/Literacy, Mathematics and Technology specialists are made available to support teachers on developing their inquiries and providing professional resources (ongoing)/Set interval dates that will be scheduled with the administration to work with the teachers during the course of the inquiry(October 2009, March 2010, May 2010, monthly grade conferences, ongoing appointments)/Teachers will have access to the formal data (i.e. ARIS) and be trained by coaches on how to analyze the data to drive the classroom instruction (October 2009-June 2010)/Staff development will be made available for teachers on the various resources available at P. S. 20 to address specific student needs (monthly)/Teachers will implement instructional strategies in their classrooms for the purpose of improving student outcomes(monthly- See online Inquiry Spaces for cycles)/Distribution of Inquiry Space Profile Worksheet (October 2009)/Teachers are provided with common planning time to provide them with the opportunity to articulate goals, plans and results (weekly).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Inquiry Teams may request materials to support their goals/Inquiry Team funding will provide staff development and resources/Teacher Professional Development Library will provide professional literature/Staff Developer/Coaches/Inquiry Team Newsletter.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School-wide schedule/Agendas from workshops (ongoing), grade conferences (monthly) and all learning opportunities/Alternative to Observation (October 2009, February 2010, May 2010) and formal observations (ongoing)/Assessment results (pre and post inquiry), conference notes (weekly), assessment logs (monthly)/Table of Organization/Observations of students (weekly)/Students' knowledge of their teacher's learning expectations and outcomes/Parent workshops that focus on ways they can help their children in school including ARIS Parent Link (see dates in Parent Involvement Policy) /Parents As Partners for Test Preparation (March 2010)/Coaches' logs and schedules (weekly)/Cabinet meeting agendas (weekly).</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 Services: Other
		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K	112	112	N/A	N/A	5	5	1	
1	126	118	N/A	N/A	9	5	1	
2	136	88	N/A	N/A	19	13	3	
3	135	117	N/A	N/A	14	5	1	
4	89	71	55	55	1	7	1	
5	60	47	9	7	1	4	1	
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>During the school day the following is provided:</p> <p>Foundations, Wilson, Guided Reading, Recipe for Reading, Quick Reads, Small group instruction, Strategy/Skill Bags, Focus Books, Skill Games, Instruction by Inquiry, Leveled Classroom libraries, Bilingual Pre-Teaching, Extended Day, Reduced class size, Safari Montage, Imagine Learning, Comprehension Strategy Kits</p> <p>These programs are provided in small groups or one-to-one depending on the individual needs of each student.</p>
<p>Mathematics:</p>	<p>During the school day the following is provided:</p> <p>Schoolhouse Mathematics Laboratory, SRA Math Laboratory, Differentiation Handbook, Small group instruction, Everyday Math Games Online, Game of 24, Extended Day, Bilingual Pre-Teaching, Safari Montage</p> <p>These programs are provided in small groups or one-to-one depending on the individual needs of each student.</p>
<p>Science:</p>	<p>During the school day the following is provided:</p> <p>Co-teaching, I-Openers, Modified Texts, Safari Montage, Comprehension Strategy Kits</p> <p>These programs are provided in small groups or one-to-one depending on the individual needs of each student.</p>
<p>Social Studies:</p>	<p>During the school day the following is provided:</p> <p>Co-teaching, Primary Source Kits, National Geographic, I-Openers , Modified Texts, Safari Montage, Rand McNally Online, Comprehension Strategy Kits</p> <p>These programs are provided in small groups or one-to-one depending on the individual needs of each student.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>During the school day the following is provided:</p> <p>Individual and small group counseling for At-Risk Students</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>During the school day the following is provided:</p> <p>Provides support to general education teachers/parents/pupils on a pre-referral basis, i.e. observations, informal assessments, consultation with teachers, Behavioral Intervention Plan and push-in intervention.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>During the school day the following is provided:</p> <p>Individual and small group counseling for At-Risk Students</p>
<p>At-risk Health-related Services:</p>	<p>During the school day the following is provided:</p> <p>Educationally Related Support Services Aid (ERSSA) Speech therapist –small group instruction, ERSSA STEP Speech therapist, Asthma Classes provided (6 sessions in both fall and spring) taught by School Nurse, Doctor session to address children without returned medical forms and immunizations</p>

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.

Part I: School ELL Profile

(See LAP Worksheet)

Part II: ELL Identification Process

In order to identify all eligible English Language Learners, English as a Second Language and Bilingual staff are present during registration to ensure that parents complete the Home Language Identification Survey (HLIS) forms properly and receive program information in their native language. Parent brochures and program selection forms are given to the parents in their native language. Translators are also present to answer questions about the programs available.

After reviewing the HLIS which indicates a student is eligible for testing if one question in Part 1 (questions 1-4) and two questions in Part 1 (questions 5-8) are checked off to show a language other than English, we conduct an informal interview in their native language and English. If the child is a non-English speaker, he/she will be tested with the Language Assessment Battery-Revised (LAB-R). The LAB-R is then administered within 10 of days of registration. Any students whose HLIS indicates a home language of Spanish receives the Spanish LAB after showing entitlement to ELL services. LAB-R's are scored and students are placed according to beginner, intermediate and advanced levels and Parent Survey and Selection Forms.

We hold two main parent orientation meetings, one in September and one in March, to ensure that parents have an opportunity to attend the meeting and to view the Chancellor's DVD on program options. This DVD is also viewed by parents who The DVD is viewed in several languages and a question and answer time is built in to each meeting. The ESL and Bilingual staff are also present for the Kindergarten Orientation in June where we explain program choices for the parents of Kindergarteners starting in the next year. In addition, we set up a DVD viewing room to allow the parents to view the DVD on an ongoing basis during the registration process. An ESL teacher and a translator are available during daily registration and orientation to ensure that the Program Selection Forms are explained and collected at that time.

After reviewing the parent surveys and program selection forms, the majority of parents have chosen an ESL placement. Some parents of Kindergarten students have sought a bilingual program. As the need arises, P.S. 20 will adjust the services/program in order to accommodate the community's needs.

The programs at P. S. 20 are aligned with parental choice. We offer ESL classes in grades K-5 and Spanish Bilingual classes in Kindergarten and 1. We also have Chinese concentration classes in Kindergarten and 1st grade. We are in the process of opening a 4th grade Chinese Bilingual class.

Part III: ELL Demographics

(See LAP Worksheet)

Programming and Scheduling Information

(See Below Narrative and LAP Worksheet)

P.S. 20 offers a variety of language programs to meet the needs of our large, diverse, ESL population. We enroll new immigrants daily that come from a variety of countries with a wide range of native language abilities and a limited knowledge of English. The free standing ESL classes make up the largest portion of the program. These are conducted in pull-out and push-in models of instruction in grades K-5. This school year we have made every effort to initiate a push-in, co-teaching model in grades 1-5 and Chinese concentration classes in K-1. The students in these classes are grouped homogenously by proficiency level according to the LAB-R and NYSESLAT scores. All Beginner and Intermediate ELLs receive 360 minutes of ESL instruction and all Advanced ELLs receive 180 minutes of ESL instruction. To supplement this program, we offer a pull-out pre-teaching component in Chinese for grades 3-5. We also offer a transitional bilingual class in Spanish for grades K and 1. In all of our programs we focus on the development of English language skills along with content area instruction. Our ESL and bilingual specialists conduct instruction with academic rigor for the attainment of higher standards for all English Language Learners.

The focus this year is academic vocabulary and content specific vocabulary. The specialists use a balanced literacy approach in conjunction with content area materials. The needs of our ELLs who are special education students are met in accordance to Part 154 Guidelines and in accordance with each student's IEP goals.

The language program mission at P.S. 20 is for our language learners to improve their basic interpersonal communication skills (BICS), while continuing to increase their cognitive academic language proficiency (CALP). Through a nurturing environment that supports differentiated instruction, we have helped our students raise their self-esteem, which in turn raises their academic achievement levels. As our Annual School Report shows, a large number of ELLs are rapidly approaching intermediate and advanced levels of proficiency on the NYSESLAT after one year of ESL instruction. Our ESL and bilingual specialists strive for excellence in the teaching of content areas, while continuing to ensure appropriate language development for all ELLs.

The staff of P.S. 20 has established a coherent language allocation policy, whereby all staff members are aware of the schoolwide goals for ELLs. Through staff development, the goals and ideas of this policy are transferred to classroom teachers and other staff members working with ELLs. Articulation between classroom and ESL teachers helps to maintain congruence for all who are involved.

We have always met the CR-154 compliance for the mandated instructional units of time for each language proficiency level. This year there has been an inordinate and unforeseen influx of Chinese immigrants on all grade levels. We are working to best accommodate this new population of ELLs. One way we have accomplished this is by hiring a Chinese Bilingual teacher for Grade 4. Students at the beginning and intermediate levels of proficiency receive 360 minutes and advanced students receive 180 minutes of ESL instruction per week.

Our ESL and Bilingual specialists instruct for academic rigor and excellence. We have implemented the Rigby Balanced Literacy Program On Our Way To English with great success. This program is congruent with the materials used by the mainstream classrooms. This year we have added MacMillan's Treasure Chest for English Language Learners. This program is not only congruent with the mainstream classroom, but also provides differentiated instruction to address all the language acquisition levels- beginner, intermediate and advanced. We have also effectively implemented the Imagine Learning software program, which provides native language support, while students build English language and literacy skills. As of spring 2009, students have begun to use Achieve 3000, a technology program that supports literacy through the use of high interest topics catered to each child's reading level. We have begun implementing My Access, a technology program with a focus on writing that provides students with individualized, targeted feedback on writing pieces. These programs are currently being used for our intermediate and advanced ELLs as well as our proficient students who are still in need of added support.

P.S. 20 has maintained a partnership with Arts Connection for several years. We have noticed the tremendous impact this program has had in building confidence and strengthening language development for our ELLs. For this reason, we are continuing our work with Arts Connection and have adopted new residencies with arts organizations such as the New York City Ballet and Stages of Learning.

P.S. 20 is aware of the benefits of first language literacy. It is a stepping stone for English achievement. In the Bilingual classrooms there are a variety of literature and materials in the native language that supplements the core curriculum. We have implemented ABCelebramos, a beginning literacy program in the Bilingual Kindergarten and first grade. In the pre-teaching classes the teachers use native language abilities to enhance content area instruction. All classroom libraries contain multi-cultural literature which is often incorporated into instruction. We have books in the major native languages for our school library and are in the process of ordering native language books for the classroom library as well. Notes to parents in regard to curriculum and other relevant school information are sent home in the major languages represented in the school.

We value the relationship we have with the parents as we share a common goal of success for all students. Monthly Parent Involvement Workshops are given on various topics to help parents become more aware of what happens during the school day and offers them suggestions on how they can help their children at home. These workshops have a wonderful turnout. Translation is provided in Chinese, Korean and Spanish, Urdu, Hindi and Bengali. This has been a wonderful way to create and sustain the home-school learning connection.

All of our curriculum materials and instructional methods are aligned with the ESL/ELA/NLA standards. The ESL and Bilingual specialists meet with classroom teachers to offer guidance on the appropriate

selection of materials for our ELLs. The ESL and Bilingual classes rely on the use of visual aids, Smartboard, realia, manipulatives and technology to support content and language acquisition. An ESL lending library has been created and is continuously updated to provide teachers with appropriate content based/ESL materials.

We use a variety of assessments such as portfolios, checklists, end of unit tests, teacher observations and online assessments throughout the year. These assessments are tools to inform instruction and provide valuable evidence for student performance and effectiveness of methods being used. The ESL and Bilingual specialists articulate with classroom teachers to assure that proper placement, services and instruction are given to ELLs. In addition to this articulation, the ESL and Bilingual staff share a common preparation time each week, during which ideas and concerns about individual students and the overall program can be addressed.

Our teachers are aware of the effectiveness of grouping and differentiated instruction. Through the homogeneous grouping of proficiency levels for ESL, we can address the language needs of students more effectively. Academic Intervention Services and extended day academic support are supplemental services for the ELL population. In particular they address the needs of Students with Interrupted Formal Education and Long-Term ELLs. Some ELLs with specific learning disabilities are evaluated and given Special Education Student Support Services.

All of P.S. 20's ESL and Bilingual staff hold appropriate teaching certifications. These specialists regularly attend workshops given by the Integrated Curriculum and Instruction, the Office of English Language Learners and/or independent institutions. Information and techniques gleaned from these workshops are brought back to the school, evaluated, implemented and taught to other staff members.

P.S.20's approach for the instruction of ELLs has continually shown positive results. We intend to continue to bring quality education and language instruction to our students as well as reflect on our teaching practices.

Professional Development and Support for School Staff

Our ESL liaison receives ongoing staff development from Network Support Specialist, Shirley Rouse-Bey (September 2009/October 2009/December 2009/February 2010/April 2010) as does a team of core teachers (Fall 2009). This information is then turn keyed to our ESL team and all other teachers at monthly grade conferences. The ESL specialists provide demonstration lessons and help with planning to include ELLs in classroom activities. Our specialists are also a source of useful materials and resources. An ESL lending library continues to be available to staff which contains additional classroom materials in all content areas to support each stage of language acquisition. Each spring, P.S. 20 offers in-house professional development workshops in the morning and afternoon, focusing on the needs of our school. Many of these workshops focus on the instruction of ESL. This year, our staff, including the Principal, Assistant Principals, ESL specialists, classroom and cluster teachers, paraprofessionals and other school support staff will have the opportunity to register from a selection of courses which include: Teaching ELLs Strategies that Work, Developing Academic Language for ELLs, Practical Ways for Reaching ELLs in Content Areas, Helping ELLs Succeed, Kinder-Reader for ELL Newcomers, Say It In Chinese-Helping Teachers and New Students Communicate, How to Use Visual Thinking Strategies (VTS) to Target ELLs. Our school is conducting inquiries on our ELL population focusing on best practices for building content area vocabulary. P.S. 20 administrators are participating in a study group with Mary Cucchiara, Executive Officer of Research and Development -ELL for ICI. The study group is focusing on the professional literature; Scaffolding Language, Scaffolding Learning and other professional articles.

Parent Involvement

We value the relationship we have with our parents as we share a common goal to achieve academic success for all students. Monthly Parent Involvement Workshops are given on various topics to help parents become more aware of what happens during the school day and offers them suggestions on how they can help their children at home. These workshops have a wonderful turnout. Translation is provided in Chinese, Korean and Spanish, Urdu, Hindi and Bengali. This has been a wonderful way to create and sustain a positive home-school learning connection.

Part IV: Assessment Analysis

(See Below Narrative and LAP Worksheet)

Of the 409 children in P.S. 20 taking the NYSESLAT the majority showed improvement by moving from one level of proficiency to the next. A very small percentage stayed on the same proficiency level—they neither advanced nor regressed. The following are the percentages of students who tested out of ESL after

taking the 2008-2009 NYSESLAT: Grade 1-3.2%, Grade 2-19.08%, Grade 3-24.72%, Grade 4-21.05%, and Grade 5-28.2%. P.S. 20's overall rate was 17.85%.

It should be noted that when no improvement was noted in students' scores, it does not necessarily indicate a lack of progress. The cut scores are raised from one grade to the next so the students need to improve in order to maintain their current score. An analysis of NYSESLAT shows us that the majority of ELLs are making progress in all four modalities. The trends indicate that the students advance more quickly in Listening/Speaking than Reading/Writing. However, reading is beginning to show signs of improvement and writing continues to be the weakest modality for these students.

We use a variety of assessments such as portfolios, checklists, end of unit tests, teacher observations and online assessments on an on-going basis. These assessments are tools to inform instruction and provide valuable evidence for student performance and effectiveness of methods being used. The ESL and Bilingual specialists articulate with classroom teachers to assure that proper placement, services and instruction are given to ELLs. In addition to this articulation, the ESL and Bilingual staff share a common prep time each week, during which ideas and concerns about individual students and the overall program can be addressed.

Our teachers are aware of the effectiveness of grouping and differentiated instruction. Through the homogeneous grouping of proficiency levels for ESL students we can address the language needs of these students more effectively. AIS services and extended day academic support are supplemental services for the ELL population. In particular they address the needs of SIFE and Long-Term ELLs. Some ELLs with specific learning disabilities are evaluated and given special education services.

Since the majority of the English language learners taking the tests made progress, we can be sure that the students are participating in an instructional program that ensures continuity of rigorous instruction. Also, the students are participating in an instructional program that is aligned with mandated ESL/NLA/ELA and content learning standards and the core curriculum. As a result of the balanced literacy programs in place at P. S. 20, we have observed a consistent rise in reading subtest scores on the NYSESLAT. However, writing still continues to be a challenge for second language learners. Therefore, the school has provided additional assistance in writing to the students. Academic intervention tutorial times and extended day programs focus heavily on the skill of writing. The writing workshop model is used in mainstream classrooms and is reinforced by the ESL/Bilingual program. Implementing Achieve 3000 will also effectively address this concern.

The P. S. 20 School Planning Community assures that the textbooks, libraries and instructional materials are aligned with the school's core curriculum. ESL teachers group the ELL students by levels according to the results of the LAB-R and NYSESLAT tests. Students are engaged in the Balanced Literacy approach through Read Alouds, Shared Reading, Guided Reading, and Independent Reading both at school and at home. P.S. 20 features a book of the month that is distributed each month and read to the students. The student's responses are then displayed throughout the school.

We have implemented technology programs that also help our ELLs. We currently are expanding the use of the Imagine Learning program, and have added My Access, a writing program. These programs develop beginning literacy skills, such as phonemic awareness, fluency, vocabulary and comprehension as well as help to reinforce writing skills.

All of P.S. 20's ESL and Bilingual staff hold appropriate teaching certification. These specialists regularly attend workshops given by the ICI, OELL and/or independent institutions. Information and techniques gleaned from these workshops are brought back to the school and then evaluated, implemented and taught to other staff members.

P.S.20's approaches for the instruction of ELLs have continually produced positive results. We will maintain these approaches and continue to bring quality education and language instruction to our students.

Part V: LAP Team Assurances

(See LAP Worksheet)

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): 3-5

Number of Students to be Served: 100
LEP 100
Non-LEP 0

Number of Teachers 12
Other Staff (Specify) 0

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.

Our Title III Extended Day program will consist of the following two programs:

Our Title III AM Program will be offered to Beginner ELLs consisting of four classes with ten children in each class. This program will be implemented two days a week for a total of twenty-three sessions. Students will meet for the extended day program on Tuesday and Thursday mornings (7:10AM-8:10AM) for one hour each day. For twenty-five minutes of each session, students will engage in Imagine Learning, a supplementary computer program that focuses on language acquisition through literacy activities that match and adjust to students' individual levels and focus on Vocabulary Development (i.e. learning new vocabulary and practicing this vocabulary in a variety of contexts), Listening and Speaking skills (i.e. Watching video clips to learn the most useful conversational phrases in diverse settings/Producing and recording conversational phrases) Literacy skills (i.e. Learning to recognize and read sight words and decodable words/Beginning to read independently) and School Readiness (i.e. Choosing correct English phrases for classroom conversation and following directions in English.) This program has a focus on academic language in ELA, Science, Social Studies, and Math. It provides students with language support as needed and continuously monitors and assesses student progress. Imagine Learning creates individualized student progress reports that will be analyzed by each teacher. Students will utilize a laptop or desktop computer with a head-set and built in microphone to record and listen to their oral language. From the weekly analysis of student data reports, teachers will implement lessons and activities that review, re-teach and enrich skill knowledge in small targeted groups for the remaining thirty-five minutes. This planning will include, but is not limited to, guided reading, shared reading, targeted mini-lessons, interactive Smart Board activities for language building and skill games. Since a large percentage of our Beginner ELLs speak Mandarin, a Mandarin speaking paraprofessional will be staffed for the Title III AM program to assist with native language support.

Our Title III PM Program will be offered to Intermediate and Advanced ELLs consisting of six classes with ten children in each class. The program will be implemented two days a week for a total of twenty-three sessions. The main component of this Extended Day will be the research based Visual Thinking Strategies program (VTS) created by VUE (<http://www.vue.org/>). In this supplemental program, students will be part of learner-centered sessions where they examine and find meaning in visual art. This program uses art to teach thinking, communication skills, and visual literacy. Once visual strategies are taught and understood by students, these strategies can be transferred to other areas such as Reading, Science and Social Studies. For example, students will analyze paintings and photos from other time periods in history and understand the who, what, where and when of that time period. Together with their teacher, students will then build content vocabulary around the pictures. This visual analysis and content area vocabulary building can then be transferred to such venues as DBQ questions on a social studies test. Students will participate in pre and post assessments modeled after the Speaking: Picture Description and Writing: Pre-Writing and Writing sections of the NYSESLAT. Students will also participate in extension activities after each VTS session in the areas of reading, writing, social studies and art. An additional component to this afternoon Title III program will be the implementation of Flocabulary, a supplementary program that uses content based rap songs to introduce students to new vocabulary using multisensory strategies. Vocabulary learned using this

program are all high frequency (interdisciplinary) Tier II words that students will more likely encounter during reading.

Our Title III PM Program is both a continuation and extension of our Title III and ELL Success Grant program from the 2008-2009 school year. The implementation of Visual Thinking Strategies and corresponding activities had a substantial impact on the language development, confidence and writing of our students. Therefore, P.S. 20 will continue to deepen and build upon this work and experience.

Teacher requirements for applying to the Title III AM and PM programs are as follows:

- *Licensed ESL/Bilingual teacher
- *Training in Imagine Learning preferred (AM Program)
- *Training in Visual Thinking Strategies preferred (PM Program)
- *Training in Flocabulary preferred (PM Program)

After positions are filled with ESL/Bilingual applicants, any vacant positions will be filled by Common Branch teachers. Each Common Branch teacher will engage in a team teaching model with an ESL teacher. The Common Branch teacher will instruct the content area for half of each session and the ESL teacher will instruct the literacy component for the other half of each session. A licensed ESL staff developer will facilitate program implementation and instruction as well as lead staff development sessions.

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.

Each Monday, teachers will meet for an hour long professional development and planning session. In addition to the professional development and planning sessions, teachers will receive rich, hands-on professional development from Imagine Learning staff on how to utilize this program to best support their ELL students and optimize their academic progress. Teachers will also receive weekly support from one of P.S. 20's staff developers as they engage in an inquiry on ELL students, seeking out new strategies to build capacity.

Teachers will formulate a study group. In this study group, teachers will read and discuss a professional text on building content vocabulary with English Language Learners and updated articles will be reviewed highlighting Academic Vocabulary such as "Compare-Contrast Test Structures with ELLs in K-3 Classrooms" (Reading Teacher – October 2009). Our teachers will visit sites such as Read/WriteThink.org to find accompanying lessons. We will use technology such as the Smartboard to create word banks of cueing words and phrases:

<u>Compare</u>	<u>Contrast</u>
Same	Different
Both	But
Alike	On the other hand
Similar	Instead of
Compare	In contrast to

Teachers will receive extensive training in the Visual Thinking Strategies model. They will learn about the research behind this program and the benefits this program will provide English Language Learners with both written and oral expression. Teachers will also learn implementation strategies and how to create extension activities that build content knowledge and vocabulary.

Teachers will receive staff development in Flocabulary. Flocabulary uses multisensory instruction to build vocabulary proficiency and reading skills. Each unit in this program begins with a professionally produced rap song that incorporates and defines each vocabulary word from the unit's word bank. Students are able to make a connection between the written word and its pronunciation with the help of multisensory techniques (auditory and visual) and by multiple exposures to each word.

In addition to the professional development teachers will receive during the Title III program, they will also be attending workshops offered by OELL during the year, which focus on academic language.

Parent Involvement Component

We have three parent workshops planned to enrich our ELL Extended Day Program:

- I. Understanding Your Child's Individual Imagine Learning Report

Parents will be invited to participate in a hands-on workshop where they will be introduced to Imagine Learning, be informed of how to understand their child's Learning Report and be given strategies on how to best support their child's progress at home. Parents will be provided with language building activities that they can utilize with their child at home.

II. Introduction to Visual Thinking Strategies

Parents will be invited to attend one of their child's VTS sessions where they will participate in VTS, an art extension activity and a demo of Flocabulary. Parents will be provided with information on VTS, images that students and parents may use with Visual Thinking Strategies in the home, and information about trips parents can take their children on to deepen the strategies they have learned.

III. Visual Thinking Strategies Showcase

Parents will be invited to attend a showcase and celebration of their child's work. This showcase will consist of student work from the various literacy, writing and art extensions created throughout the program. Parents and students will be provided with VTS and art activities for the home in order for students to continue their development of vocabulary and language.

We will also make available a Lending Library of Imagine Island Videos for parents and students to utilize at home to promote a partnership between parent and child in the development of language.

Form TIII – A (1)(b)

School: P.S. 20

BEDS Code: 342500010020

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	\$29,944.40	AM Program: 37 hrs. @49.89=1845.93 x 5 teachers/1 staff developer=\$11,075.58 10 hrs. @49.89=\$498.90 x 1 staff developer=\$498.90 (planning for PD's) 23 hrs. @28.98 = \$666.54 x 1 paraprofessional = \$666.54 AM Salary Total: \$12,241.02 PM Program: 48.5hrs. @49.89=2419.67 x 5 teachers/1 staff developer=\$14518.02 5hrs. @49.89=\$498.90 x 1 staff develop=\$498.90 (planning for PD's) PM Salary Total: \$15,016.92 Other: 24hrs @30.74=737.76 x 1 secretary= 737.76 30 hrs. @52.21=1566.3 x 1 administrator= 1566.30 1 hr @19.12=19.12 x 20 teachers=382.40 (Imagine Learning training) Other Total: \$2,686.46
Purchased services - High quality staff and curriculum development contracts	\$4,000.00	Professional Development from Imagine Learning: (no cost with site licenses) Professional Development from Flocabulary: \$1500 Professional Development from VTS: \$2500
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$21,635.60	Imagine Island DVD sets: \$259.99 x 5= \$1299.95 Flocabulary program: \$2533.75 VTS program/images: \$1500 Headphones/Built-In Microphones: 75 pairs @ \$55.00= \$4,125.00 Thesaurus: 75 books @ \$2.35= \$176.25 NYSESLAT books (Grades 3, 4 &5) = \$3299.70 Art Supplies= \$4500 Parent Workshops: \$2450 Language Skills/Development Games & Books: \$1,250.95 Study Group Materials: \$500

Educational Software (Object Code 199)	\$15,000	Imagine Learning site licenses: \$15,000.00
Travel	0	N/A
Other	0	N/A
TOTAL	\$70,580	

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 25	School PS 20
Principal Victoria Hart	Assistant Principal Cynthia DiBello & Janice Eagen
Coach Malanie Fayne	Coach Beverly Sanders
Teacher/Subject Area B. Lewis	Guidance Counselor Eve. Mangibin
Teacher/Subject Area J Blatt	Parent Jaya Patil
Teacher/Subject Area M. Hua	Parent Coordinator Monique Lizcano
Related Service Provider H. Chan	SAF Diane Kay
Network Leader Diane Foley	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	5	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1422	Total Number of ELLs	511	ELLs as Share of Total Student Population (%)	35.94%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

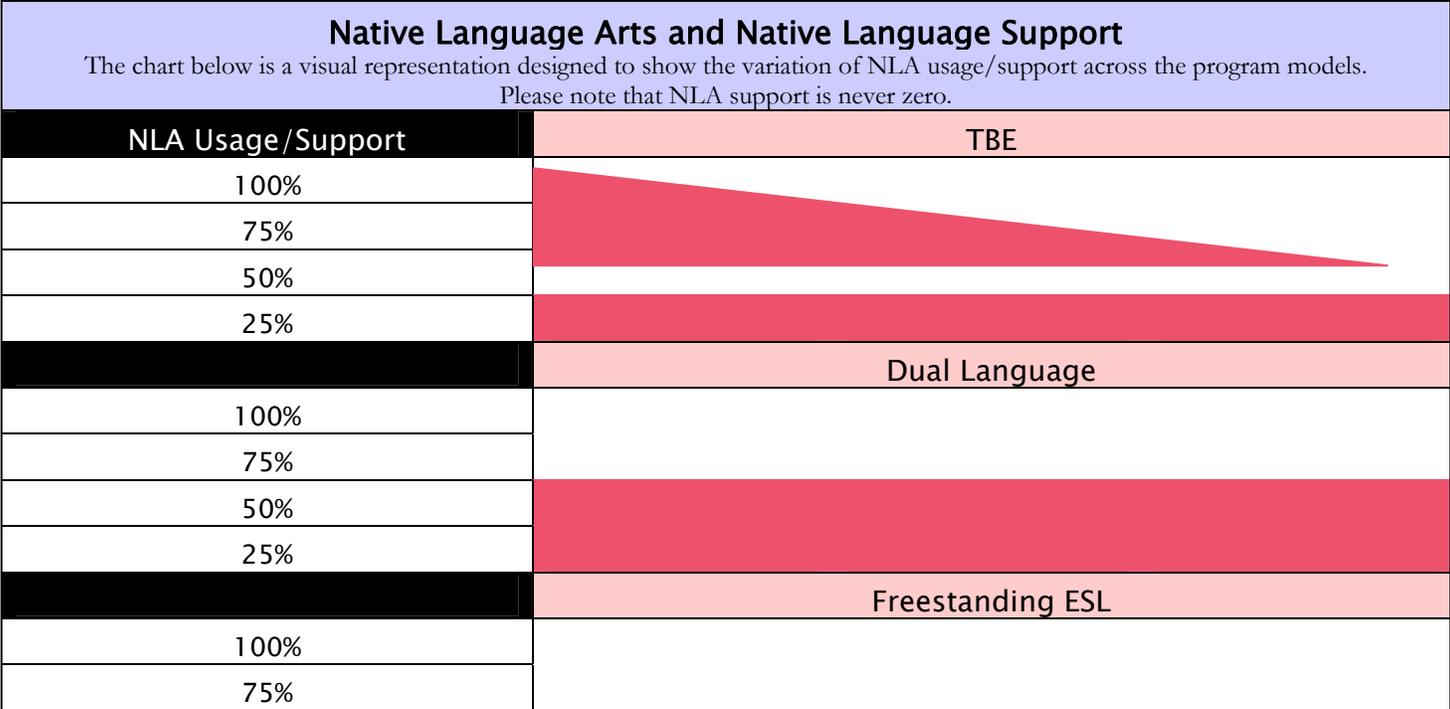
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	14	18	23	16	9	10				90
Chinese	63	76	84	60	50	27				360
Russian			1							1
Bengali		1		1	2					4
Urdu		3	5	3	1	1				13
Arabic										0
Haitian Creole										0
French										0
Korean			2		2					4
Punjabi	1	4	2	1	2					10
Polish										0
Albanian										0
Other	3	5	7	8	3	3				29

Programming and Scheduling Information

TOTAL	81	107	124	89	69	41	0	0	0	511
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	48	42	30	23	28	16				187
Intermediate(I)	11	45	31	18	2	5				112

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	5	1	8	6	3		25
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			2		19		6		27
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia DiBello/ Janice Eagon IA	Assistant Principal		
Monique Lizcano	Parent Coordinator		
Brenda Lewis	ESL Teacher		
Jaya Patil	Parent		
Ming Hua	Teacher/Subject Area		
Janice Blatt	Teacher/Subject Area		
Beverly Sanders	Coach		
Melanie Fanie	Coach		
Eve Mangibin	Guidance Counselor		
Diane Kay	School Achievement Facilitator		
Diane Foley	Network Leader		

	Other		
	Other		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

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.

P.S. 20 created a database of our population indicating native languages as derived from HLIS forms and ATS reports. We have also identified needs through parent interaction, school functions, Parent Teacher conferences, daily written and oral correspondence between staff and parents and with the outreach of our Parent Coordinator and our Mandarin speaking Community Associate.

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 found a need for translation of all written material disseminated to the school community. The major languages of P.S. 20 are Chinese, Spanish, Urdu and Bengali. These findings are reported to the school community through the School Leadership Team, Parent Teacher Association meetings and the statistics that are available on P.S. 20's website.

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.

P.S. 20 provides translation for a large percentage of notices sent to parents. We will start using the School Messenger telephone, for "Announcement of Special Activities," and oral translation will be provided. At PTA, Parental Involvement, and Parent Teacher Conferences, oral and written translation (where applicable) are provided. Staff members who speak the languages of our school population are available throughout the day to facilitate ongoing communication with parents.

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.

The oral interpretation services are the same as for written translation, with the addition of anecdotal information regarding the limited literacy of parents in their native language, oral translation is done in-house, as well as utilizing the Translation and Interpretation Unit hotline (if necessary).

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>.

As previously noted, P.S. 20 will provide special announcements over the telephone in the native languages. The monthly parent meetings have oral translation during the presentation, done by P.S. 20 staff members and parent volunteers. Additionally, P.S. 20 makes use of Regional and City-wide translated material when provided and applicable. Written communication are often translated by the Translation Unit.

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
1. Enter the anticipated Title I Allocation for 2009-10:	77363
2. Enter the anticipated 1% set-aside for Parent Involvement:	7730
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3600
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	
6. Enter the anticipated 10% set-aside for Professional Development:	7730
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	

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

96

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.

The school provides teachers with staff development weekly. Lessons are modeled, co-teaching takes place, and one period is designated for co-planning. Similarly, first year teachers participate in a School Based Mentoring program, and meet with coaches 2-3 times per week. Mentors and coaches discuss the Santa Cruz Teaching Standards, and encourage self-reflection based on the Continuum of Teaching. In addition, opportunities for inter-visitation of classrooms are given. Staff also attends outside professional development. Highly qualified teacher funding was applied to salaries of coaching staff to ensure that all teachers are provided with the opportunity to be highly qualified.

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.

P. S. 20 Parent Involvement Policy

The parents of the P. S. 20 School Community are viewed as an integral part of the educational process for our children. The parents' involvement is on an individual basis for their specific child(ren) and on a more global basis as community members.

Parent membership, representation, participation are found in six areas:

1. School Leadership Team
2. Family Involvement Breakfasts and workshops
3. Adult ESL classes
4. P. T. A. membership meetings and activities
5. Learning Leaders Volunteer Program
6. Classroom parent orientations and activities involvement

The following are the 2009-2010 school year Parent Involvement Workshops:

1) **Parent Involvement Breakfasts**

- a. FDNY Learn CPR
- b. HINI Vaccine and Weekend Vaccination Program
- c. Holiday Craft: parents will be making a winter craft to take home and share with their children. The following topics will be discussed:
 - ARIS Parent Link
 - Great Expectation Brochures
 - 2009-2010 Family Guide
- d. ARIS Parent Workshops (What is ARIS and how to log-in?)
- e. Stress Management through Brain Education
- f. Red Envelope Craft: parents will be learning how to make Chinese lanterns at home with their children. The following topics were also discussed:
 - School Source NYC
 - ACCESS NYC
 - NYC Department of Aging
 - Learning Environment Survey
- g. Parents as Partners ELA and Math Test Preparation
 - 3 sessions offered in the evening for parent and student.
 - Offered to all students in grades 3 through 5.
- h. Internet Safety
- i. Science in the classroom
 - Parents will be learning how to make inexpensive science crafts that they will be able to make at home with their children.
- j. How Money Works: Secrets to financial success
- k. Community Fair
 - We will be working with the New Immigrant Outreach Unit to provide our school community with various resources from different agencies throughout the city.

2) **Parent Health Plus Workshops**

- a. January: Asthma
- b. February: Heart Disease
- c. March: Breast Cancer/Breast Health
- d. April: Domestic Violence
- e. May: Diabetes
- f. June: Head Lice

3) **Parent Nutrition Workshops**

- a. 8 sessions: April 2010 – June 2010

4) **Parent as Art Partners: PAAP Grant**

- a. 4 workshops: (2) in April 2010 and (2) in May 2010
- b. Designed for students and their families where English is not their first language.
- c. These workshops will encourage learning through non-verbal expression.
- d. Hands on dance and visual art workshops.

5) **Learning Leader Training**

- a. 3 sessions to train parents how to work with children in reading writing, and math. Includes child development and learning styles.

- b. Parents need to fill out an application and have 3 references.
- c. Upon completion of all the training parents and/or community members will become certified Learning Leaders and are ready to volunteer in a school.

P.S. 20 believes that excellence in education is fostered through the professional teacher and parent interacting to guide, teach, support, assess, and communicate with each other with the intention of providing a differentiated set of strategies and lessons to meet the needs of each student. This communication is facilitated by Ms. Lizcano, Parent Coordinator.

The SLT body represents all members of the P. S. 20 School Community. Parent members equal one half or more of the SLT and are elected by the parent body. The fundamental purpose of the School Leadership Team is to determine the school's educational direction – that is, the school's overall educational vision, its goals and priorities, the strategies that will be used to achieve that vision, and the alignment of resources to accomplish those strategies. To be effective, the team develops a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all school community members to achieve this goal. To succeed in this, the work of the team focuses on two core responsibilities:

- the creation of the school's Comprehensive Education Plan (CEP), including annual goals and objectives, and
- the development of a school-based budget and staffing plan aligned with the CEP

The development of the school's CEP and budget is an ongoing responsibility of the School Leadership Team. Once priorities are established, they become the core of the school's CEP and are further defined by the development of specific annual goals, measurable objectives, and program strategies within the CEP framework. When the goals, objectives, and strategies are defined, the team develops a budget that supports the implementation of the strategies. In consultation with the district, a team may choose to address issues beyond the scope of the CEP and budget. However, in all cases, successful completion of the school's CEP and budget must be the team's first priority.

By late fall, the team should review the current school and district CEPs and begin to identify preliminary priorities for the following year. Soon after, they must begin consulting the school's constituencies about those preliminary priorities and assessing additional needs. By early spring, they should have completed a thorough assessment, using all available data, of the effectiveness of current strategies in meeting the needs of students to inform the development of the next year's CEP and budget. A collaboratively developed CEP and budget must be submitted to the superintendent by late spring although the specific date of submission will vary by district. In the early fall, the team should make any adjustments to the CEP and budget which are necessary in context of the district CEP released in June.

Because all planning tools need the flexibility to be modified as additional information becomes available or as circumstances beyond the school's control change the team is responsible for modifying the plan and budget as needed throughout the year. In addition, the team is responsible for continually evaluating the effectiveness of its educational strategies and, when necessary, suggesting mid-course corrections or changes in strategy for the future.

Using Title I funds, the school holds monthly parental meetings at which workshops are planned and presented on strategies to assist the children with their lessons, information on community resources, and creative activities which parents may do with their children outside of the formal schooling which broadens the children's experiential background, develop values, self-esteem, and child-parent bonding. These presentations are made by school staff, parents, teachers, CBO staff and other community organizations.

The Parent-Teacher Association of John Bowne P. S. 20 provides a forum for all parents. PTA activities enhance the children's lives at school and provide enrichment through parent involvement. All parents, and adults acting in a parental role, are eligible to join the PTA and/or participate.

The Learning Leaders Volunteer Program both screens and trains parents to assist in classrooms. These parents work one on one with students to improve their literacy and math.

Finally, parents are given orientation to their child's class and work expectations. Dialogue is initiated to develop a cooperative and coordinated approach toward the students. Throughout the year parents are invited to participate in school activities, and specifically, parents are kept abreast of their child's progress and/or needs through continuing dialogue and reports to which parents' inputs are welcomed and essential.

The professional staff and parents share a common goal of educating the students of P. S. 20. Parents are given opportunities to assist in that process in general with the class and specifically with their own children. Communication is provided through parent-teacher dialogues, the PTA and the School Leadership Team. Knowledge and skills are provided through the Title I Family Involvement and the Learning Leaders Program. These efforts have helped make our children successful learners.

Each year, P.S. 20's Parent Involvement Policy will be reviewed and modified by the School Leadership Team. This will take place during the May 2010 SLT meeting. This updated policy will be distributed to all Title I parents during the first full week of school in September 2010.

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.

P. S. 20 School-Parent Compact

School Responsibilities

John Bowne P. S. 20 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the New York City and State Performance Standards.
2. Hold parent-teacher conferences to discuss individual child's achievement. Specifically, those conferences will be held:

November 2009 and March 2010 as designated by the Department of Education. Translators will be available for most languages.
3. Provide parents with frequent information on taught curriculum and their child's progress as follows:
 - Parents will receive report cards and/or progress reports in November, March and June.
 - Additional on-line reporting will be provided by the Department of Education through the ARIS website.
 - Parents will receive Everyday Math family letters at the beginning of each new unit.
 - Parents in Grades 3-5 will receive individual student reports about the performance of their child on State assessments.
 - Parents will receive a letter regarding their child's reading level twice a year.
 - Parents will be provided with opportunities to speak with staff throughout the school year. Staff will be available for school or phone conferences by appointment.

* P.S. 20 continues to develop methods of communication for parents.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parent volunteers will be trained by "Learning Leaders" in October/November for service throughout the year.
 - Parents will be invited during Open School Week to see their children in the classroom setting.
 - Parents are invited to accompany classes on field trips.
5. Involve parents in the planning, review, and improvement of the school's Parent Involvement Policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and the role parents play in this program. The school will provide sufficient notice of this meeting to parents so they are able to attend.
8. Provide information to parents in a clear format, including alternative formats upon the request of parents with disabilities, and, to the best of our abilities, in the parent's native language.
9. Provide to each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified, according to section 200.56 of the Title I.

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.

See Part IV Needs Assessment

2. Schoolwide reform strategies that:

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

Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement are provided through the various AIS programs and enrichment opportunities. See Appendix I Part B, Section IV Action Plans for Mathematics and Inquiry Team work.

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.

P.S. 20 has an Extended Day program that reduces the ratio between teacher and students. This program includes classes for students who are not yet reaching standards as well as enrichment classes for those who are performing above standards.

o Help provide an enriched and accelerated curriculum.

See School Profile, Needs Assessment, Action Plans, Description of Academic Intervention Services

o Meet the educational needs of historically underserved populations.

See Appendix 1:Academic Intervention Services, Key Finding 1, Key Finding 2

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.
See Appendix 1: Academic Intervention Services

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

We have adult education (ESL classes three days a week for our parents as well as other community members). Many of our staff have been trained an RCCP. We also have a full time SAPIS staff member who addresses drug and violence prevention.

3. Instruction by highly qualified staff.

The staff at P.S. 20 are highly qualified : See School Demographics

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.

Professional Development: See Needs Assessment, Action Plans, Key Finding 4, Key Finding 6, LAP

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

N/A

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

See Parent Involvement Policy

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

P.S. 20 offers seven full day Pre-Kindergarten programs. Each class is serviced by a highly qualified teacher and paraprofessional. This all-day schedule provides academic and social readiness for Kindergarten.

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.

Teachers are part of the School Leadership Team as well as grade wide Inquiry Teams. As part of these teams, teachers give feedback on what assessments are valuable. Grades are surveyed each year and give input to the principal and collaboratively decide on the assessments that will be used.

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

See Academic Intervention Services, Key Finding 1, Key Finding 2, Key Finding 5

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 adult education (ESL classes three days a week for our parents as well as other community members). Many of our staff have been trained an RCCP. We also have a full time SAPIS staff member who addresses drug and violence prevention.

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.

Our School Support Committee meets weekly to discuss P.S. 20's educational performance. To assess if this Curriculum finding is relevant to our educational program, we dedicated one meeting a month to an in-depth look at each category: Gaps in the Curriculum, Curriculum Maps, Taught Curriculum, ELA Materials, and English Language Learners. Our seven team members first looked at each of the five categories independently, gathering information from observations, written material such as curriculum maps and standards and discussions with various teachers. We then met to discuss our findings as a group, compiled all of this information and drafted conclusions. We have found that Key Finding #1: Curriculum is primarily not applicable to our school.

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?

Gaps in the Written Curriculum: Our School-Based Committee feels that the written curriculum is aligned with the state standards and in fact, exceeds them. By teachers following the Everyday Math curriculum, students are thinking and learning above the state standards. Our hands-on science and math approach help students make gains on the State Assessments. Balanced Literacy promotes learning and is an integral part of all content areas. The new Social Studies curriculum provides a solid foundation of the key concepts and is supplemented with materials such as English Explorers books, primary source kits and a school-made ELL Resource Kit. This year, the new Reading and Writing Teacher's Curriculum calendars 2009-2010, list grade specific performance standards in both reading and writing. Our bulletin boards now include matching standards as per one of our Quality Review recommendations

Curriculum Maps: Over the past two years, P.S. 20 has developed and continues to revise and update monthly curriculum maps for Reading, Writing and Science. These maps have detailed teaching points noting whether the lesson is Initial (I), Review (R), Remedial (Rem) or Enrichment (E). On these maps strategies are indicated for all teaching points as well as specific skills that students are to master. These curriculum maps reflect the assessments, both formal and informal, that will be used to determine growth and to target individual and small group instruction. Monthly resources are listed on maps to support teacher planning and instruction. The ELA standards are weaved throughout our school's curriculum maps. For example, Reading Standard 1: Reading Habits: states, "We expect Kindergarten students to hold a book right side up and turn pages in the right direction." This is reflected in our Kindergarten September Reading Map. On our map the skill is identified as "Book Handling." The lesson is Initial (I) for students who have not attended Pre-K and Review (R) for students who have. The Teaching Point is, "Readers take care of their books and hold them right side up." The suggested strategy is to role-play with a child, carefully modeling how to handle books. The assessment for this skill is to observe how children handle books daily. The skill will be reinforced in a small, targeted group with assistance from the Literacy Paraprofessional and will be reviewed in Guided Reading groups. Independent Reading books, Guided Reading books and other classroom library books are the resources for this particular teaching point. This detail is evident for all teaching points on our curriculum maps for Grades K-5. We have distributed the Social Studies Scope and Sequence with accompanying standards to every classroom teacher. We have also purchased Fourth and Fifth Grade Core Social Studies materials. The link to the updated Math pacing calendar has been added to our ARIS community.

Taught Curriculum: Our detailed monthly curriculum maps have ensured that there is depth to daily English Language Arts lessons. Students are encouraged to take ownership of their learning and set goals for themselves. During Reading Workshop, teachers vary the types of questions they ask, provide wait time, and have a good ratio of student to teacher speaking. Writing is an integral part of each school day with 50 minutes dedicated to Writing Workshop. Although SEC data has shown the opposite in schools, our students publish one writing piece each month that has been taken through the Writing Process. Listening skills are largely emphasized at P.S. 20 where classrooms contain rubrics on what good listeners do. Teachers Read-Aloud to their classes each day to strengthen listening skills and facilitate accountable book talks. Students read with partners, listening to their peers read and then discuss what they've listened to. A repertoire of strategies is taught to our students to help develop

their listening skills. Spoken presentation is an area our school is working to grow in. Students do participate in Writing Celebrations, where many present their pieces orally. Readers Theater is a beneficial practice classrooms have been using to help students develop self esteem in oral presentation. It is also a means of deepening comprehension and expanding vocabulary. We developed our resources for Reader's Theater in the content areas to better meet the needs of our ELL students, including a Smartboard component. Teachers strive to include visual support, technology, manipulatives and differentiated material for added depth to daily lessons.

ELA Materials: The ELA material in P.S. 20 is not only sufficient, but adequate to meet the needs of all learners, including ELLs, students with disabilities, struggling readers and students in need of enrichment. ELA materials in each classroom are varied in topics, are age appropriate and culturally relevant. Classroom libraries include a vast collection of titles, spanning various interests, cultures and reading levels. The school library and multiple guided reading rooms are carefully and purposefully stocked to meet the needs of our school's learners and are beneficial resources in our building where teachers can find supplemental materials. Our school has available strategy-based materials for small group instruction such as Mondo-Now I Get It, Focus, etc. ELA material is presented in a variety of ways, including the use of technology to support and enhance the curriculum to meet the needs of different learning styles. We have purchased Sundance Comprehension Strategy Kits for grades 2-5 in both fiction and nonfiction. This resource provides differentiated instruction in the six core comprehension strategies with leveled selections. This program provides all children access to comprehension strategies regardless of their reading ability. The large interactive practice cards can pair fluent and developing readers as well as non-native and English speakers. The unique hands-on interactive nature of these cards support tactile learners. We have also purchased Treasure Chest for English Language Learners which provides scaffolded lessons in oral language, vocabulary, language structure, comprehension strategies, and writing. This program is aligned with Teachers of English to Speakers of Other Languages (TESOL) 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.

N/A

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.

The Math Coach is involved in checking the correlation of New York State Math Standards to Everyday Math lessons. Acuity ITA's test students on the math standards they should have learned to date. Based on the results of the ITA our school will determine if there are deficiencies in the alignment of standards.

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?

A review of key documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K-8 are aligned with the NYS content strands except for some gaps that appear in the middle school level in the areas of measurement and geometry and number sense and operations. In Elementary School, however, Everyday Mathematics may not cover particular strands within the grade that it is tested. Therefore, the teachers have been made aware of the importance of paying attention to the Planning Guide, to address these issues. There is a column to refer to, where teachers may need to review a skill taught in the previous grade. To supplement the curriculum, we have purchased Coach books and Focus books. On the school's pacing calendar, the relevant topics are woven into the curriculum.

At the Math Coach's study group it was our feeling that although there are New York State Standards listed as being addressed in each lesson, they may only appear in a "Math Boxes" question, or in a game, but not in the actual mini-lesson. We as a team have set out to discover which standards are satisfied by Everyday Mathematics, and which ones need supplementing. According to the document "Correlations of the Lessons to the New York State Learning Standards," the Problem Solving strand is not addressed until Unit 10, and also in the projects.

Due to the spiraling nature of Everyday Mathematics, material above grade level is often introduced. It would be more convenient if the curriculum was more closely aligned with the standards, without having to confer with the standards document each time to see whether this skill is only being introduced or needs to be mastered. For example, Kindergarteners are taught to count by 5, but are not expected to master that until first grade. Teachers want to avoid spending too much time on topics that are only for exposure, and more time on skills that need to be mastered.

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.

N/A

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 process will include self-reflection by teachers as suggested by The Santa Cruz Teaching Standards Model, formal and informal observations by administrators and random viewing of teachers' plan books.

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?

The evidence found in finding 2A.2 is not applicable to our school. Differentiation is an important element to classroom instruction and part of P.S. 20's best practices. Teachers facilitate daily workshops in Reading, Writing and Math that consist of a Mini-Lesson, Independent, Partner or Group Activity and a Share. During the activity, there is a component of small group instruction that targets both remedial and enrichment needs. This is evident from informal observations, conference notes, teachers' anecdotes, the implementation of student centers, and teacher plan books. We are currently working to increase the differentiation for high performers by adopting Renzulli Learning. With this program, students will create their own path for learning as they research their interests and create projects they design.

At P.S. 20, teachers account for learning styles in their lesson planning to support the various preferences students have for learning and the way they absorb and retain information. Our teachers utilize a variety of resources available to them from the multiple guided reading closets (Levels A-Z, multi-interest, multi-cultural), Mondo "Now I Get It!" kits, Mondo "Pathway to Writing" kits, "InfoPairs" boxes, Key Links, SmartBoards, Strategy Bags, FOCUS-skill books, Reading skill games, Language Proficiency Intervention Kits, Subscriptions to Safari Montage, World Book Online, Imagine Learning, Starfall, Achieve 3000, My Access, AHA! Math, Rainforest Maths, and laptop carts that are moved from classroom to classroom.

In assessing the area of Instruction, classrooms in Grades K-5 exhibited evidence of differentiated instruction on a daily basis in core subject areas. Targeted groups seemed to be flexible, small and manageable. We now have 90% of teachers participating in inquiry which will deepen the work of differentiation in the classrooms.

This year's Alternative to Observation for teachers focuses on an inquiry of a small group of students in their classroom. Within this inquiry, teachers will address individual needs and goals through differentiated instruction. Teachers will reflect on effective instruction. They will research and implement methods of instruction for areas where instruction is not currently successful. This will, using data and research findings, further their understanding of: 1.) The importance of reflecting on instructional practices 2.)The importance of collaborating with teachers on best practices. 3.) The importance of expanding their findings to the larger population

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.

N/A

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.

Using the data available to us, we feel that this finding is in some ways relevant and in some ways not. The math scores have improved from year to year, with more and more students performing at levels 3 and 4. The Quality Review indicated that more differentiation was needed. Staff development was provided on opportunities for differentiating in mathematics, including but not limited to the Differentiation Handbook, especially focused on ELL's. Teachers were surveyed and the results showed many teachers incorporating the technology into mathematics instruction. Teachers met with the Math Coach to discuss Key Findings from the item analysis, and performance results of the 2009 math exam.

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?

A high level of student engagement is always encouraged during mathematics instruction. Using the workshop model, students sit in the meeting area, and are engaged in partner and whole class discussion. Teachers are aware of the ratio of student/teacher talk, that students should do a fair amount of the talking during the lesson. Each lesson starts out with a "Math Message" in which students must complete a task, then at the meeting area, the class discusses the answers and strategies related to the Math Message. Often students have slates in which to write the answer to oral questions posed by the teacher during "Mental Math" or "Oral Assessments." Next, students are asked to return to their seats, and either

work with a partner, small group or individually to complete the task. Many tasks require the use of manipulatives or math-rich conversation to keep students engaged and promote further understanding.

The use of technology has also been incorporated to increase student engagement and participation. The use of the SMARTboard is well received by students as a fun interactive way of learning math. Virtual manipulatives and math games on the computer help practice computation and problem solving skills. Safari Montage was purchased by the school as an educational aide, with videos to reinforce just about any topic. For example, episodes of Cyberchase are a great complement to math lessons. There is now AHA Math and Rainforest Maths. After several years away from this program, we are returning to a partnership with the NYC Stock Exchange in the Stock Market Game.

Another way of addressing the engagement of all learners is by differentiation. Teachers use informal and formal assessments to guide instruction. Based on the assessment results, teachers know in advance which children need remediation or enrichment, are able to form small groups and plan accordingly. Students are also asked to reflect on their understanding before and after each unit, using the “Self-Assessment” form.

We will continue to do staff development on the use of the SMARTboard and incorporating it into mathematics classes. Teachers will be reflective of their teaching practice, and constantly look for ways to improve their mathematics instruction.

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.

N/A

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.

Looking at the data, of the School Demographics and Accountability Snapshot, we determined this finding to be not applicable.

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?

According to the 2008-2009 School Demographics for P.S. 20, almost 80% of teachers have 5 or more years of teaching experience and over 80% have taught at P.S. 20 for more than two years.

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.

N/A

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 records show that many teachers have attended ELL workshops through the ICI and Office of English Language Learners. The ESL staff developer attended Quality Teaching for English Language Learners (QTEL) training and reported important information back to the ESL/Bilingual specialists. Information gleaned from these workshops is also presented during school-wide professional development opportunities. Within our Extended Day program, teachers were provided with staff development on Visual Thinking Strategies (VTS) funded by the ELL Success Grant. We are sharing professional journal articles on academic vocabulary and Readers Theater with our various inquiry teams. We have also established partnerships with arts organizations, Stages of Learning, NYC Ballet and Arts Connection who provide professional development focusing on building vocabulary through dance and Readers Theater. This year, we have continued to invest in Imagine Learning, as it has proven to be a great resource for our ELL students. During the Election Day Professional Development, Imagine Learning workshops will be weaved throughout the day to support teachers in managing this program.

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?

This year the OELL has been sending regular email notifications to make teachers aware of the professional development opportunities that are available. In order to make outside professional development workshops beneficial to staff, beyond those who attend we have developed an archive of workshop materials that are available to all staff in our Professional Development Lending Library. This year, ESL teachers are beginning to "push- in" to classes in a co-teaching model where common branch teachers are further developing ELL strategies to incorporate into their own teaching. Through the ICI, several classroom teachers are attending ESL staff development workshops and taking part in a study group with ESL specialist, Shirley Rouse-Bey. These forms of professional development are to support our goal of strengthening the instruction of academic language for our ELLs. We will continue to seek out professional workshops and articles for our staff in support of this goal.

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.

N/A

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 have created an ESL database that is used to organize ELL student data and test scores in conjunction with CalcSoda, an internet database. These databases are used to analyze student progress and create student groupings by proficiency levels. We work closely with ICI Network Support Specialist, Charles Drannbauer.

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?

Information from the database is also given to classroom teachers in September at the start of ESL services. All teachers are aware of the proficiency levels of the students in which they work with. ELL interim assessment data is reported and analyzed by the ESL/Bilingual specialists and used to monitor student growth and target specific areas of need for individualized instruction. Our network has also provided us with a very useful tool-CalcSoda which helps determine students' needs in regard to the NYSESLAT.

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.

N/A

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.

We will survey and interview staff members to elicit needs in terms of professional development related to special education.

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?

In our school, all teachers are given copies of their students' IEPs by the School Assessment Team and service providers so that they are informed of their students' educational goals. Service providers also meet with teachers to discuss these goals and the progress made towards meeting them. PPC team members meet regularly and follow-up with classroom teachers after these meetings. Our school has made great efforts to mainstream students in self-contained classrooms during lessons that address areas in which they excel. This mainstreaming has helped our general education teachers develop various skills to support students with special needs. Both teachers and administrators have the opportunity to attend professional development on special education offered by the ICI. A workshop entitled "Understanding IEPs" was provided for the staff of our school. It included an overview of the IEP with discussions, activities, and handouts regarding components of IEPs, SMART goals, accommodations, and modifications. Furthermore, our staff is very knowledgeable about behavioral support plans. Each class uses them in a variety of ways. We encourage all of our students to be the best they can be. Additionally, we have an IEP teacher on staff as a resource for on-site support.

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.

N/A

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.

We have carefully investigated this area more closely within our building. We have conducted a review of all our IEPs and confirmed that the students' goals meet their individual needs and are aligned with the state standards. We carefully screened our test results to look for patterns of deficits. Once a pattern has been found, goals were written to correct the students' deficits. We have carefully reviewed the students' test modifications, and are certain that they accurately represent the needs of our students. When additional modifications are warranted or test modifications are no longer necessary, the IEP is properly adjusted to meet the students' needs. The School Assessment Team and special education teachers are actively engaged in this process. Furthermore, all of our self contained special education classes have numerous innovative behavior plans to meet their students' needs and help the students achieve their goals. Every plan is based on positive reinforcement. Plans include: Sweet Success, Bucket Fillers, table points, flip cards, anecdotal binders, token boards, Velcro cards, custom made behavior charts, and much more. Students' incentives include center time, atrium time, privilege time, prizes, stickers, and parties. The systems and rewards vary with the creativity and ingenuity of our staff.

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?

All of P.S. 20's IEPs consistently specify accommodations and modifications for the classroom environment. The goals, objectives and modified promotional criteria are carefully aligned by the School Assessment Team and special education teachers. Our IEPs are carefully written and well thought out. They are discussed and modified with input from teachers past and present, all service providers and data from a variety of resources, including standardized tests. Although IEPs may not include behavioral plans, all of our special education students have them. Our special education teachers implement innovative behavior plans for all students. Plans include: Sweet Success Bucket Fillers, Table Points, Anecdotal Binders, Flip Cards, Token Boards, Velcro Boards, Custom Made Behavioral Charts, etc.

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.

N/A

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
According to RADR report we currently have 19 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

With our Title I set-aside funds, we are planning to provide the necessary services and academic support for the STH population. We started off by identifying the students to the classroom teacher, School Assessment Team, SAPIS worker, guidance counselors and administrators. These students will be serviced by, but not limited to, meeting with the SAPIS worker, guidance counselor and members of the School Assessment Team such as the social worker.

In addition, some of the set-aside funds will be designated for monthly parental involvement workshops. This is overseen by the Parent Coordinator and Community Associate. Some of these funds are used for teacher's salary, to provide additional academic support. The attendance teacher will also monitor the STH population's daily attendance and living situation. P.S. 20's data specialist will assess the student's needs and track their progress with portfolios of the students' work. We plan to reach out to the STH liaison for further support.

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.
N/A
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.