



P.S. 020 ANNA SILVER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 020 ANNA SILVER
ADDRESS: 166 ESSEX STREET
TELEPHONE: 212-254-9577
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TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310100010020 **SCHOOL NAME:** P.S. 020 Anna Silver

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

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

SCHOOL CONTACT PERSON: JAMES LEE **EMAIL ADDRESS** JLee1@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Lee

PRINCIPAL: JAMES LEE

UFT CHAPTER LEADER: Rosemary Siders

PARENTS' ASSOCIATION PRESIDENT: David Diaz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: DANIEL FEIGELSON/William Manekas

SUPERINTENDENT: DANIELLA PHILLIPS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
James Lee	Principal	Electronic Signature Approved. Comments: Edited by James Lee with recommended changes.
Joyce Matthews	UFT Member	
Luis Batista	Parent	
Martha Mancini	UFT Member	
Rosemary Siders	UFT Chapter Leader	
Jessica Probst	UFT Member	
Andrzej Krauze	Parent	
Latrina Miley	Parent	
Lynda Cruz	Parent	
Patricia Perez	Parent	
Ayman Hocalar	Parent	
Xiu Qing Shi	Parent	
Marie Cammarata	UFT Member	
Estelle Mangum	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

Public School 20 M, the Anna Silver School, is a vibrant and diverse pre-Kindergarten-grade 5 school located on the Lower East Side in Manhattan. The school currently serves 620 students, with a sizable English language learner and special needs populations (near 20%). The school added a Mandarin Dual Language program this year, bringing the Kindergarten population to 117 students.

PS 20 M strives to shape well-rounded independent thinkers. It believes strongly in providing more than a rigorous academic experience. Community partnerships have been a mainstay at our school. Some of our long-standing partners are the Henry Street Settlement (Architecture, after-school enrichment) and Estee Lauder and Cos, (the 4th Grade Perfume Project, holiday gifts for the whole school.) Fifth graders sing and dance thanks to Rosie's Theater Kids and American Ballet Theater, while lower grade students enjoy learning about nutrition and cooking with the Cookshop Program.

Fourth-grade has a year-long residency with the National Dance Institute, 3rd grade has a 10-week residency in African dance, 2nd grade has a 10-week residency in Chinese dance, and K has a residency in music appreciation. Other programs include NY Cares morning science, drama, and math programs, DARE dance, Scholastic Reads, and America Reads Tutors.

PS 20 currently has 2 computer labs, including a wireless I-Book lab, which services the entire school community. All classrooms have internet access, with greater telecommunications abilities, and multiple computers in all grades. The library also provides students and staff with access to computers for research projects. We have rooms dedicated to Occupational Therapy, Physical Therapy, and Speech, in addition to our regular gym and dance rooms.

In order to meet the state standards in other core curriculum areas, we employ two science teachers, one social studies teacher, one teacher each of art, physical education, and technology. Classroom teachers are given two periods per month to plan collaboratively with the cluster teachers in order to promote an aligned, comprehensive curriculum.

Teachers constantly strive to improve their instruction. Professional development is ongoing and is conducted by our part-time literacy coach, our math consultant, and other literacy, math, science, and ESL experts. We provide a balanced literacy and mathematics program, and we have moved towards an inquiry-based curriculum for social studies. In an effort to improve our early childhood program, we have rededicated ourselves to a play-based, high-scope approach to preK/K.

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

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

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 020 Anna Silver								
District:	1	DBN #:	01M020	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	36	52		93.6	94	TBD		
Kindergarten	81	88	87						
Grade 1	107	91	89	Student Stability - % of Enrollment:					
Grade 2	94	100	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	89	99	100		94.6	93.17	TBD		
Grade 4	101	93	103						
Grade 5	102	86	81	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		92.5	92.5	97.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	29	TBD		
Grade 12	0	0	0						
Ungraded	0	0	2	Recent Immigrants - Total Number:					
Total	610	593	594	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	5	25		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	10	29	29	Principal Suspensions	3	6	TBD		
# in Collaborative Team Teaching (CTT) Classes	29	24	39	Superintendent Suspensions	3	6	TBD		
Number all others	37	40	22						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	181	139	134	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	10	35	Number of Teachers	48	48	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	14	TBD
				Number of Educational Paraprofessionals	5	8	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	97.9	100	TBD
				% more than 2 years teaching in this school	75	85.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	64.6	62.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	90	TBD
American Indian or Alaska Native	0.3	1	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.1	97.7	TBD
Black or African American	7.5	9.3	9.9				
Hispanic or Latino	65.2	63.4	59.8				
Asian or Native Hawaiian/Other Pacific Isl.	24.8	23.6	25.8				
White	2.1	1.5	2				
Multi-racial							
Male	48	48.2	53				
Female	52	51.8	47				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	-	-	-				
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	89.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	21.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	54.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	√

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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

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

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

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

General Observations;

ELLs and Students with IEPs performed lower than students in general education across the subject areas.

The students who perform best in our school are students categorized as "former ELLs."

Our students experience more than a year's growth on state exams after third grade. Our third grade students perform at city average, but then improve at a rate higher than the city rate in 4th and 5th.

We attribute this to our large number of students who are either English language learners or whose home support are English language learners.

Our school improved in attendance over last year, but did not reach the goal of 95% that the School Leadership Team had set.

Science and Social Studies

Latino students, and in particular English language learner Latino students, have closed the achievement gap with the general population. They still lag behind Asian students. While we have increased the number of students scoring at Levels 3 and 4, we still have close to 10% of our students scoring at Level 1 on the state social studies test. These students are all students with IEPs.

In science, we noticed that, at the beginning of the year, students performed much higher on teacher-made assessments in grades K-2 and 5 than grades 3 and 4. These grades are separated by teacher, so perhaps it was a question of assessment. The assessments have become more aligned with the May data.

African-American students and students with IEPs lag behind their peers in science performance.

Writing

Boys perform slightly below girls in writing across the grades, however by less than 6%. Student performance dropped significantly last year from May to October. This was attributed to the method of assessment, which did not account for the different stages of writing between the beginning and the end of the year.

Reading

- Boys, along with students with IEPs and English language learners, lag behind the general school population.
- Students seem to experience the biggest lag in first and fourth grade.

Mathematics

Our students perform higher on teacher-made assessments than on NY State tests.

Boys perform slightly better than girls.

African-American students lag behind their peers. Asian students drastically outperform the general population.

Learning Environment

Parents responded favorably in all categories.

Teachers did not respond favorably in the areas of communication and engagement. Issues such as home-school communication, communication between staff and administration, and engaging parents were cited.

There had been success across the board at PS 20 M from 2006-2009. All subgroups have made AYP in all subject areas. Our strongest growth had been in social studies, where we've experienced an 11% growth in two years, and in mathematics, where we are maintaining over 90% performance at Level 3 or higher.

For the 2009-2010 year, PS 20 M experience declines in test scores, mirroring the trend across the state. Fortunately, our students made significant progress compared to their peers. Thus, the school received an A on its city report card. We have received a "A" mark three years in a row, something that is arguable our greatest achievement. Students who have IEPs and students who are English language learners scored particularly well. We in good standing according to both NCLB and NYSED standards.

The most significant barriers to continuous improvement are as follows:

- many students are newcomers to the US, and have not had education in their home countries. they face both content and language barriers.
- increased administrative demands - many staff members now hold increased responsibilities and are pulled to multiple off-site meetings. the amount of time support personnel spend on duties other than directly teaching children have greatly increased.
- changes in educational direction, such as the Quality Review, which changes its rubric every year, pulling us in different directions without giving us time to create systems and programs that are effective.
- budget reductions - we have had to reduce by approximately three positions, despite register growth. We have reduced supplies and external partnerships as well.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By the end of 2011, our school will achieve a +.2 improvement in Communication and Engagement in our <i>Change In Score</i> , as measured by the Learning Environment Survey Report.	<input type="checkbox"/> The area of concentration will be in communication and engagement with teachers.
<input type="checkbox"/> 2. By June of 2011, 67 % of students in Grades 3-5 will score at level 3 or 4, as measured by the NY State End of Year Math Assessment.	<input type="checkbox"/> Students scoring at Level 3 or 4 will rise 10% over the 2009-2010 performance.
<input type="checkbox"/> 3. By June of 2011, 54% of students in grades 3-5 will score at Level 3 or 4, as measured by the NY State End of Year ELA Assessment.	<input type="checkbox"/> Our goal aims to raise the level of students at or above Level 3 by 15% over 2009-2010 scores.
<input type="checkbox"/> 4. By June of 2011, the attendance rate will be 95%, as measured by the NYC Dept. of Education system.	<input type="checkbox"/> We calculated that 8 absences is 95% attendance in a year of 183 days.
<input type="checkbox"/> 5. By June of 2011, 90 % of our students will score at Level 3 or 4, as measured by the NY State Science Assessment.	<input type="checkbox"/> Our goal is to perform 5% higher than the fourth grade class of 2009-2010.
<input type="checkbox"/> 6. By June of 2011, 80% of our students will score at Level 3 or above, as measured by the teacher-created Social Studies assessments.	<input type="checkbox"/> <input type="checkbox"/> Since we are not taking the NY State assessment this year, we will measure progress through our school-based assessments.

SECTION VI: ACTION PLAN

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

Subject Area

Learning Environment

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. By the end of 2011, our school will achieve a +.2 improvement in Communication and Engagement in our <i>Change In Score</i>, as measured by the Learning Environment Survey Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>To improve communication between teachers and administration, the school will do the following:</p> <ol style="list-style-type: none"> 1. Centralize expectations for teachers through the weekly staff newsletter. 2. Give informal instructional feedback to teachers at least once/month. They will be given by Principal, Assistant Principal, and Literacy Coach. The feedback will be recorded electronically as well as emailed to teachers. 3. Systematic one-on-one meetings with administration, giving concrete instructional steps for teachers. Follow-up observations will be scheduled after the fall and spring one-on-one meetings specifically focused on one-on-one goals. 4. Follow staff PD feedback surveys to plan PD better aligned with the perceived content and instructional needs of teachers. <p>To increase parent engagement at the school, PS 20 M is doing the following:</p>

	<ol style="list-style-type: none"> 1. Kindergarten parents are invited to spend 10 minutes per day in their child's classroom at morning drop-off. 2. Principal and Parent coordinator are attending all monthly PTA Executive Board meetings to align PTA functions with school functions. 3. School has transformed its internal website into a parent website, making curriculum, calendar, blogs, etc. available to all. The hope is that parents will be better informed about curriculum and events. 4. Grade teams are planning monthly events to invite parents to share in demonstrations of learning, such as publishing parties.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> Most of this action plan may be implemented without cost, or through donations of time or negligible fees.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> · Learning Environment Surveys · Feedback questionnaires at end of meetings · PTA Leadership Board feedback.

**Subject Area
(where relevant) :**

Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> 2. By June of 2011, 67 % of students in Grades 3-5 will score at level 3 or 4, as measured by the NY State End of Year Math Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>I PS 20's math curriculum is based on the State Standards, the NCTM Standards, and follows the New York City Core Curriculum.</p> <p>I Grades K-5 use Everyday Math</p> <p>I Kindergarten will be supported by our Bank Street Consultant to adapt Everyday Mathematics to a High Scope approach..</p> <p>I One-on-one coaching by our Bank Street consultant, provide individualized support in the implementation of the curriculum.</p> <p>I The school will complete one school-wide math project, to be displayed on bulletin boards, that shows a school-wide focus on one particular math strand.</p> <p>I Each grade team has one teacher who provides AIS in mathematics during the extended day session. We also have one teacher who provides intervention in mathematics at the end of the day. Math Navigator is used by this teacher. We will have one teacher who will devote approximately 20% of her time to pull-out math intervention, using Math Navigator.</p> <p>I Math game enrichment group meets once per week during the 37-minute intervention period from NY CARES.</p> <p>I Chess program that teach students about applied mathematical thinking through strategic</p>

	<p>analysis.</p> <p>The school provides architecture enrichment to the entire 5th grade for a 12 week residency.</p> <p> The school will provide at least two parent workshops to support parents in developing mathematical thinking and promoting the use of math language.</p> <p> The study of measurement, capacity, volume, weight, temperature and analysis of graph data are incorporated in Science instruction.</p> <p> Differentiating instruction through partner/small groups, one-on-one instruction, peer tutoring, and cooperative grouping are used to further encourage and promote mathematical thinking and use of math language.</p> <p>Letters from each Home Links unit will be used to connect the mathematics studied in school to home.</p> <p>Use interactive math word walls to introduce and encourage arithmetic fluency and mathematical understanding.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/> We will use Title 1 funds to purchase a Bank Street for approximately 20 days.</p> <p> The school must coordinate the teacher and volunteers who work with the enrichment morning group.</p>

<p><i>action plan.</i></p>	<p> The school must use Title 1 and FSF funds to pay for extra cluster teachers to provide the release time for teachers to meet for math planning..</p> <p> The school has recruited parent volunteers to support the teachers in implementation of cookshop.</p> <p>The school will provide teachers with access to the math resource room where teachers meet for PD with Bank Street Consultant.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers give all end of unit assessments in Everyday Mathematics. Minor: By May 2011, 30 % or less of students with IEPs will be performing 1 or 2 in math Teachers assess student on one written response to a question per unit. Grades 3-5 also use predictive assessments that are given throughout the year. Grades 3-5 gave the California predictive assessment at the beginning of the year. Teachers conference with students on a daily basis to monitor class work. Homework is monitored on a daily basis. Observation of students in group work, small group work, conferencing, math games, centers are utilized for periodic assessments. Progress in PK-2 are monitored through unit assessments and open response question.</p> <p>The Open Response question will be used to foster student communication in writing and will be connected to the short and extended response format of the NYS Test</p>

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. By June of 2011, 54% of students in grades 3-5 will score at Level 3 or 4, as measured by the NY State End of Year ELA Assessment.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The School will meet its goals in ELA by doing the following:</p> <ul style="list-style-type: none"> --Use of writer's notebooks help to collect data, facts, and ideas for entries that develop grammar, sentence structure, and other language strategies that encourages strengthening of writing skills. --basing PS 20's ELA curriculum on the State Standards and following the New York City Core Curriculum with emphasis on instruction in reading, writing, listening, and speaking. --Holding weekly grade meetings led by Literacy lead teachers during the day for grades preK-5. --Providing at least two parent workshops to support parents in helping their children develop language and enhance strategic reading skills. --Differentiating instruction through partner/small groups, one-on-one instruction, peer tutoring, and cooperative grouping are used to further encourage and promote language understanding, expression, and critical analysis. (Intergrade partner reading, NY CARES volunteer projects, guided reading, shared reading, read alouds, shared experiences, independent reading, buddy reading, storytelling, oral presentation) --Use of instructional strategies such as grand conversations, turn and talk, and accountable listening supports listening comprehension, following oral directions, and notetaking skills required for listening section of ELA test. --Interactive word walls are used to introduce and encourage familiarity, recognition, and understading of language to further enhance writing skills. --Reading, writing, speaking and listening instruction is incorporated with the arts by using various enrichment lessons (architecture, Rosie's Broadway Kids, Dare Dance, arts program) · Trips, performances, shows, and music instruction exposes students to the arts and encourages collection of data, facts, and ideas that can be used to improve reading, writing, listening, and language skills --Have ESL teacher concentrate services in English language arts
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Use of Title 1 10% set-aside for PD to fund AP for instruction, substitutes to provide release of teachers, and two-day literacy coach. · · · Use of community volunteers through NY Cares to establish guided reading/independent reading/teacher resource library (rm. 219)

	<p>Use of Title 1 ARRA funding to purchase an ESL push-in/pull-out teacher.</p> <p>Use of Contract for Excellence funds to purchase teachers and reduce class size.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>-- Teachers assess students on written responses, using a standardized writing assessment three times per year.</p> <p>--Teachers assess students with running records three to four times per year.</p> <p>--Grades 3-5 also use predictive assessments that are given throughout the year.</p> <p>-- Teachers conference with students on a daily basis to monitor class work.</p> <p>--Reading:</p> <p>Major: By May 2011, 10% increase in level 3 and 4 and a 10 % decrease in level 1 and 2.</p> <p>Major: By May 2011, 80 % of our students will score a level 3 or 4 in writing.</p> <p>Minor: By May 2011, 78% of our ELLs will score a level 2 or 3</p> <p>-- --Observation of students in group work, small group work, conferencing, games, centers are utilized for periodic assessments</p>

Subject Area
 (where relevant) :

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>4. By June of 2011, the attendance rate will be 95%, as measured by the NYC Dept. of Education system.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> We are going to target attendance by looking at students who commute from outer boroughs and by focusing on days of traditionally low attendance (days before/after holidays, Mondays, Fridays, half-days.)</p> <ol style="list-style-type: none"> 1. Do cross-analysis in November between kids who live out of district and attendance. We will call parent in for one meeting with school personnel (Parent Coordinator, Guidance Counselor, AP, Principal.) 2. For traditionally low-attendance days, we will plan special activities. 3. On back to school night, parents will be informed of importance of attendance, especially for lower grades. A separate attendance contract will be sent home with students of grades preK-2, with specific attendance details included. 4. Attendance is monitored closely on parent newsletter. 5. The school has invested in an updated version of school messenger.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> There is minimal impact on the budget because work will be completed through in-house staff.</p> <p>It should be noted that the school purchases one full-time teacher who coordinates most of our incentive programs, enrichment activities, and external relations. So while the school does not need to purchase many services and rewards, it does pool its money to purchase this extra teacher.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance rates are checked on a monthly basis and posted on a bulletin board and in monthly newsletters to parents.</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>5. By June of 2011, 90 % of our students will score at Level 3 or 4, as measured by the NY State Science Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Teachers will have two science meetings per month to plan for science curriculum and instruction.</p> <p>Each grade now has an appointed science leader who serves as a liaison to the science cluster teachers and runs the science meeting. All classes teach at least one period per week of science.</p> <p>Science grade leaders will receive one release day per year to plan for their grade.</p> <p>Science Cluster teachers participate in science professional development with lead science instructor available through network.</p> <p>Each science cluster teacher is responsible for submitting benchmark assessment scores three times per year to track science progress.</p> <p>All students in grades 1-5 must create science goals for each unit.</p> <p>The principal has gained a service learning grant to create science field kits for field work in the areas of forest and pond study. Two classes in two different grades will participate in this work, including at least three visits to Prospect Park.</p> <p>An additional FOSS science kit for each unit was purchased per grade. Kits are located in the classrooms.</p> <p>Instruction of students who are limited English proficient will be instructed through sheltered instruction. Teachers are participating in four days in which they are learning focused sheltered instruction strategies.</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> The science planning is possible through a mass recess for the entire grade. There is no great impact on the budget or schedule. The only cost is the release days for science grade leaders.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Science cluster teachers assess the students at the end of each unit. They submit cumulative grades to the principal on a quarterly basis in October, February, and May to track grade-wide progress. <ul style="list-style-type: none"> • Major Indicator: By May 2011, 36 % of our students will score a level 4 and 10% or less of our students will score a level 2 in science. • Minor Indicator : By May 2011, 20 % of African American Students will score a level 4 in Science.

Subject Area
(where relevant) :

Social Studies

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 6. By June of 2011, 80% of our students will score at Level 3 or above, as measured by the teacher-created Social Studies assessments.
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Action Plan

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

□

□ Teachers will participate in three days of professional development, developing their knowledge of the inquiry process and revising their spring units that were begun last year.

The SS unit for the spring will be revised to address new common core standards and incorporate performance-based assessment.

Teachers will attend two meetings per month to plan for social studies with the social studies cluster teacher, the art teacher, the technology teacher, and other personnel.

The school will have a full-time librarian who will reinforce social studies units by providing text that students may read at home.

All grades have an appointed social studies leader who facilitates the meeting, meets with the social studies cluster, and plans activities for the grades.

All social studies leaders are released for one day to meet with the cluster teacher and plan units for the grade.

The social studies cluster teacher will submit benchmark assessment scores to the principal three times per year in order to track progress.

Literacy units of study have been integrated with many of the social studies units, per grade. Also, writing units incorporate essay writing to prepare students for the Document-based Questions of the social studies test.

Students develop learning goals in key grades (grades 2,4, and 5.)

Instruction of students who are limited English proficient will be instructed through sheltered instruction. Teachers are participating in four days in which they are learning focused sheltered instruction strategies.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Teachers are released through a second mass recess, so you extra cluster teachers have been hired.</p> <p>We have hired one cluster teacher for social studies, however art and technology cluster teachers now support social studies content in their own programs. This is made possible by common planning.</p> <p>We must pay for sub days to release grade leaders for planning.</p> <p>We will use sheltered instruction as our primary instructional strategy for teachign social studies content to students who are learning English. Sheltered instruction will happen during the day and after school. We will use Title 3 funds to pay for a consultant to provide this training.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Social Studies cluster teacher will submit assessment scores three times per month to monitor progress. The assessment scores are cumulative scores of the unit assessments.</p> <ul style="list-style-type: none"> • Major: By May 2011, 80 % of our students will score a level 3 or 4 in Social Studies. • Minor: By May 2001, 70 percent of our ELLs will score a level 3 or 4 in Social Studies.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A	1			
1	45	45	N/A	N/A				
2	44	44	N/A	N/A				
3	50	50	N/A	N/A	3		2	
4	37	37	37	37	4	1		
5	54	15	54	54				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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>We have one dedicated AIS teacher for English language arts. As well, 3 -4 teacher per grade also work with groups in need of intervention services during our extended day period in the morning. Our reading groups cover needs ranging from fluency to phonics to comprehension. Several research-based programs are in use, including Read Naturally, Lexia, and Orton-Gillingham, along with balanced reading strategies such as guided reading and shared reading.</p> <p>A small number of students receive newcomer ESL services, so they receive scaffolded reading instruction (across the content areas, including math) that incorporates instruction of academic language. These services occur before school, during school, and after school.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>There is one designated teacher for each grade who gives academic intervention in math during our AIS period. They follow a remedial course aligned with Everyday mathematics. Students receive 150 minutes of instruction per week.</p> <p>For a select group of students, we have two dedicated AIS teachers who give remedial math after school. They follow the research-based Math Navigator program from America's Choice. Students receive 100 minutes of instruction per week. The ration of student to teacher is less than 5 to 1. The students are in grade 2 and above.</p>
Science:	<p><input type="checkbox"/></p> <p>AIS in science mainly occurs in content reading. Much of our reading intervention is in the content areas, so students get reinforcement in science while buidling their literacy skills.</p> <p>We will provide specific science intervention that provides instruction in the hands-on activities in the months of February through March.</p> <p>We also have a morning science club that targets approximately 25 students. They attend</p>

	once per week. Many are students who perform at level 2 or low level 3 in science.
Social Studies:	<input type="checkbox"/> All AIS in social studies occurs in content reading. A dedicated percentage of the guided reading materials are specifically chosen to support content knowledge in social studies. We saw that our ESL students perform particularly low in social studies. Thus, our ESL support services are aligned with social studies performance. Our after-school supplementary service in particular, funded by Title 3, address social studies concepts.
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor has three different groups for students who are at-risk for serious anti-social behaviors and for students who are new to PS20 and the country.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Our psychologist is seeing one child in crisis. This crisis situation is deemed to be a temporary situation which should be resolved shortly.
At-risk Services Provided by the Social Worker:	Our social worker provides ERSSA counseling as needed for students in crisis, such as students who have experience trauma, have become homeless, have lost a loved one, or some other crisis.
At-risk Health-related Services:	<input type="checkbox"/> Our school nurse is counseling one student who has severe diabetes.

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **QPOL/SED** by the manner 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.

Part A: Language Allocation Policy

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

There are five main components to our Title 3 program. We will have an after-school component, a Saturday Academy Component, native-language support to newcomers who must take the mathematics exam in their native language, an in-school professional development component, and a family night component.

PS 20 After-School
 In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

PS 20 will serve approximately 100 ELL students and 20 former ELL students in an after-school program that will run from October 5, 2009 - May 28, 2010, 5 days per week. This after-school program will combine a 21st Century after school grant and Title 3 funds to form this 5 day program. There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The Title 3 component of this large program will occur on Mondays, Wednesdays, and Fridays. On Wednesdays and Fridays, one teacher will work with two groups of 25 students who are at beginner to intermediate levels of English proficiency. Each instructional group will meet with the teacher for 50 minutes. One group will consist of students in Kindergarten and First grade, the other group will consist of 2nd - 5th grade students.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

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

Number of Students to be Served: Students will also be taught by another teacher on Monday for the same amount of time. The funding for this day is from Title 3, however it will provide students with more language support across the curriculum.

Non-LEP 15 former ELLs

On Mondays, the Title 3 teacher will teach two additional groups of 25 students each. They will have one 50 minute instructional period

Number of Teachers: 2 will be students who are at intermediate to advanced levels of English proficiency. One group will be K-3, while another

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

School Building Instructional Program/Professional Development Overview

The instructional program of this program will be specific to English language use in content-area instruction. Rigorous study of "juicy" secondary literature and non-fiction text will be addressed. This vocabulary and sentence structure program will be aligned with the language goals for students.

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

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

The Title 3 teacher will be ESL or bilingual certified.

Parent Night

We will sponsor one Parent Learning nights. This evening will promote the connection between our literacy enrichment programs and language acquisition. Five teaching artists will host grade-specific puppetry and theater programs that help parents recognize the language benefits of playing with their children in these ways. For example, parents will be taught how to create puppets from stories they have read. They will learn how to create scripts for the puppets and to act them out.

We will hire our main arts consultant, Young Audiences, to conduct this parent night. All artists have experience in hosting these workshops that specialize in arts that foster language acquisition. We anticipate serving over 200 people from 150 families.

Native Language Support for NY State Assessments

We will hire one Spanish and one Chinese language teacher who will support our newcomer students in their native language. We have approximately 5 Chinese and 7 Latino students who must take the mathematics exam in their native language. The teachers will spend approximately 5 weeks reviewing key concepts in the native language.

Saturday Academy

PS 20 will host four Saturday Academy days prior to the administration of the NY State Assessments in ELA and Mathematics. The academy days will serve approximately 60 ELL students in grades 3-5. The Academy will be taught by six teachers, one supervisor, and one secretary.

The Saturday Academy will give extra support to English language learners in test-taking preparation. They will be given test-taking strategies as well as review certain key content skills that students still lack. Native- English speakers will be invited to attend this academy as well so that they may be partnered with the English language learners and serve as language models.

All staff for all instructional activities at PS 20 will be ESL certified teachers.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

-
- The ESL staff for our Title 3 program, along with our regular school day ESL staff, will be engaged in a cycle of workshops and observations on the instructional strategy of sheltered instruction.

The teachers have already begun their professional development through funding from another source. They are meeting for half-day workshops to learn the elements of sheltered instruction and to practice its implementation. We will have a consultant from Cutting Edge Education in Utah come for two days to supervise lab-site lessons focused on the SIOP model.

The dates for the workshop and observations are as follows: October 25, November 22, January 21, March 7 and 8, and May 2.

Section III. Title III Budget

School: **PS 20 M**
 BEDS Code: **310100010020**

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	\$ 19255.22	<input type="checkbox"/> PER SESSION <u>After-School</u> We will have one teachers working on Monday, Wednesday and Friday for 29.4 weeks weeks, serving approximately 100 students. 1 Teacher @ \$49.89/hr for 6hrs/week for 29.4 weeks = \$8816.50. <u>Native Language Support for NY State Assessment in</u>

		<p><u>Mathematics</u></p> <p>2 Teachers @ \$49.98/hr for 5 weeks, 2 hours/week = \$999.60</p> <p><u>Saturday Academy</u></p> <p>6 teachers @\$49.98/hr for 4 weeks, 4 hours/week = \$4798.08.</p> <p>1 Supervisor @ \$52.21 for 4 weeks, 4 hours/week = \$835.36</p> <p>1 Secretary @ \$30.75 for 4 weeks, 4 hours/week = \$492</p> <p><u>Parent Night</u></p> <p>3 Teachers @ \$49.89 for 4 hrs = \$799.68</p> <p>PER DIEM</p> <p>For our professional development, we will release 10 teachers for 5 half-day workshops. We will also release 10 teachers for 2 half-day lesson observations.</p> <p>5 Subs @ \$167.60 for 3 days = \$2,514</p>
<p>Purchased services - High quality staff and curriculum development contracts</p>	<p>\$3750.00</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> 2 days Sheltered Instruction Observation Protocol Consultant consultant at \$100/hr for 15 hours = \$1,500 (Cutting Edge Consultants)</p> <p>1 Parent Night (five teaching artists from Young Audiences New York) = 2,250</p>

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 1094.78	<input type="checkbox"/> <input type="checkbox"/> 1 parent night @ \$500 for food Supplies for after-school and Saturday Academy @ \$594.78
Educational Software (Object Code 199)	0	n/a
Travel	0	n/a
Other	0	n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

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

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

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

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

□

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation is provided in three main ways.

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	570130.00	72471.00	642601
2. Enter the anticipated 1% set-aside for Parent Involvement:	6425.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28507.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	57013.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
92%

6. If the percentage of high quality teachers during 2009-2010 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 three teachers who are currently not highly qualified are taking university classes to obtain full certification in their areas. The school is using its 5% HQ set-aside to pay the tuition of these teachers.

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

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

□

GENERAL EXPECTATIONS_

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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

the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PS 20 WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1.3. The School Leadership Team will present final policy for 2010-2011 year to parents at Parent Association meeting in November.

1.4. School Leadership Team will review Parent Involvement Policy in April and May of 2011 to make changes for upcoming year..

2.1. Parent representatives on the SLT will be involved in the comprehensive review of school data and the creation of the CEP.

- 3.1. Allowing time for the parent coordinator and the PreK Family Worker to collaborate and plan jointly.
- 3.2. PreK teachers are involved in all aspects of meeting and planning.
- 3.3. All preK families are invited to all functions of the school, including parent workshops and meetings.
- 4. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - 4.1. will properly evaluation the parent involvement plan created in October. This survey will be coordinated by the parent coordinator, in conjunction with the parent association executive board, the identified head room parents, and any other members of the communication team.
- 5.1. 8 Parent Workshops provided through our 21st Century Learning Grant and 10 workshops through our ARIS Parent Link grant will educate parents on ways to become more involved in their child's education.
 - 5.2. District representatives will provide one to three leadership workshops to the parent association and the SLT, open all interested members.
- 6.1. Workshops will be provided by teachers, District 1 representatives, and community-based organizations.
 - 6.2. Funds to pay teachers will come from Title I funds.
 - 6.3. Workshops will include how to read with your child, how to support a child's homework despite one's own academic skills, how to integrate mathematics in everyday living, how to enrich visits to cultural institutions, arts and crafts workshops, Academic ESL for parents, using the internet and computers, Middle School Choice, etc.
- 7. The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
 - 7.1. Increasing opportunities for communication between parents and teachers such as pay teachers per session to facilitate and contribute to parent association meetings and conducting a Family Day and a Family Learning Evening.
 - 7.2. Delivering professional development on how to involve parents in your classroom program.
 - 7.3. Having District representatives deliver professional development on communication.
 - 7.4. Distributing the results of the parent communication research and plan to all staff.
 - 7.5. Making the use of room parents and a parent phone tree a priority for communication.
 - 7.6. Ensuring that all teachers comply with the confinement of the distribution of materials to one consistent day per week.
 - 7.7. Childcare and translation will be provided at all parent meetings.
- 8. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - 8.1. Seeking a preK parent representative on the SLT.
 - 8.2. Recruiting parent association officers from the preK parent body
 - 8.3. Inviting all preK families to attend workshops and Family Days.
 - 9.1.

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This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a meeting on October 26, 2010.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

□

Dear Parents and Students,

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

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

The School Agrees:

- To provide high-quality, standards-based curriculum and instruction in a supportive learning environment

- To provide information on your child's performance (through reports, parent-teacher conferences, Family Days) at times that are convenient to parents and teachers (to the best of our ability.)
- To provide information, access to staff, and opportunities to volunteer at the school that promotes involvement in their child's learning.
- To provide equal access to all school information and activities, regardless of language, disability, or citizenship status

The Student Agrees:

- To come to school with all the necessary tools of learning- pens, pencils, books, etc;
- To listen, follow directions, participate in class discussions and complete activities;
- To go to sleep early and get adequate rest every night;
- To use the library to get information and to find books that we enjoy reading;
- To give to our caregivers all notices and information we receive at school;
- To be an Anna Silver S.T.A.R.
 - o Speak and act kindly to others
 - o Take responsibility to one's own learning and actions
 - o Appreciate differences – agree to disagree
 - o Respect yourself and your school

The Caregiver Agrees:

- To help my child understand the expectations listed above;
- To support my child's learning as a top priority by:
 - o making sure my child is on time and prepared everyday for school;
 - o monitoring attendance;
 - o talking with my child about his/her school activities everyday;
 - o scheduling daily homework time and making sure it is completed;
 - o providing an environment conducive for study;
 - o encouraging reading with an adult every night in place of TV;
- To work closely with the school and be involved as much as I can through volunteering, attending events and performances, attending parent-teacher conferences, and staying informed through flyers or calling friends who are parents at PS 20.

- To provide my child with a library card;
- To encourage my child to respect differences in others;
- To helping my child accept consequences for negative behavior and support the school's discipline policy;
- To be positive, express high expectations, and offer praise and encouragement for achievement every day

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

NAME OF CHILD: _____ Class: _____

_____ Date: _____

Signature of Teacher

Signature of Parent Date Signature of Student Date

(sign and tear off)

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

NAME OF CHILD: _____ Class: _____

_____ Date: _____

Signature of Teacher

Signature of Parent Date Signature of Student Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Since our school is a Title 1 SWP school, we used the same needs assessment for writing the CEP goals. It should be noted that the need assessment disaggregates by ethnicity, special needs, language status, and gender, so we believe we are looking at all possible subgroups.

2. Schoolwide reform strategies that:

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

All students are provided with research-proven core programs. These include balanced literacy instruction, Everyday Mathematics, and the NYC Core Curriculum for science, social studies, and technology. Additional programs include ReadNaturally and Ticket to Read, two software-based reading programs.

Social Studies is now taught through inquiry. Our preK and K are moving towards a high-scope approach, with integrated play.

3. Students on grade level are provided an opportunity to meet the advanced level through differentiated instruction, in particular through individual conferences and strategy groups that address higher standards.

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

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

1. Students performing below standard on NY State assessments (ELA, Math, Science, Social Studies) are automatically placed in our morning intervention program for 150 extra minutes of instruction.

Students who do not take NY State assessments are assessed by research-based, NYC Dept. of Education tools (Teachers' College Reading Records and Writing Assessment, Everyday Math Unit Assessments) Student performing below benchmark are automatically placed in our morning intervention program for 150 extra minutes of instructions.

Students are provided with daily academic after-school programs (21st Century Academic Learning and Title 3)

Students most in need are given Academic Intervention after school if they are unable to come to our morning program. We have three teachers reserved for this program.

- o Help provide an enriched and accelerated curriculum.

□

1. Students are provided with several social programs that assist them in focusing on academics. These include conflict managers, an extended conflict-management program in an after-school program, counseling from an outside agency 5 days per week, and several programs with adult volunteers through America Reads and NY Cares (a day with GAP employees, etc.).

Students are enrolled in several enrichment activities, including morning science, math, and literacy (drama) clubs. Further enrichment programs (for all students), include architecture, chess, a Perfume Project sponsored by Estee Lauder (a sophisticated program teaching product design, marketing, advertising, and budgeting), National Dance Institute, American Ballet Theater, and Rosie's Broadway Kids.

- o Meet the educational needs of historically underserved populations.

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

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□

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

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

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

- o Are consistent with and are designed to implement State and local improvement, if any.
We have met all accountability measures.

3. Instruction by highly qualified staff.

This year we have three teachers who are not highly qualified. They are enrolled in university courses, paid for through Title 1 funds, to become highly qualified.

Two ESL licensed and are completing the classroom certifications. The other is obtaining her K certification extension.

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

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

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

--Math consultant from Bank Street.

--Our literacy coach.

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

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

We are fortunate to work in a location where teachers want to work. Hence, recruitment is not difficult. Also, we are clearly the best school in the world!

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

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

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

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

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

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

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

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

□

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

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

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

□

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

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

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

□

We have combined our 21st century learning grant with our Title 3 grant and our conflict-resolution grant to provide after-school services to approximately 150 students. We offer a 5 day program that provides enrichment (clubs such as dance and drama), academic support, and ESL. The combination of the three funds allows us to provide a full-week program.

PS 20 opted to provide a 5-day per week program to 150 students, rather than pooling resources for only two or three days per week because we know that parents only seek out 5 day/week programs. There are relatively very few students who are available to come for just two or three days. We would serve less students if we did this type of program.

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

Explanation/Background:

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

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

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title III	Federal	Yes			68504.00	True	Goal # 6
Title I,	Federal	Yes			571375.00	True	Goal #2

Part A (Basic)							
Title I, Part A (ARRA)	Federal	Yes			72471.00	True	Goal #3
C4E	State	Yes			291738.00	True	Goal #3
Tax Levy	Local	Yes			3580484.00	True	Goal #2

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

We currently have 13 students in a shelter, 23 in temporary housing, and 17 more who are "doubled up" in a relative's house.

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

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

1. They are given preference for a number of programs in our school, especially before and after-school programs. They all have guaranteed after-school five days per week if they wish, and they have flexible AIS services before or after school if they desire. We have also opened our doors early on Mondays and Fridays so that parents may drop them off early if they need to.

2. We have a certain amount of supplies available for students if they need. These basic supplies include compositions books, pencils, papers, etc.

3. Students have priority in at-rksk counseling if they are identified through our PPT for needing mental health support.
4. We created a parent computer lab that is open to all parents, but particular is helpful to parents who do not have these resources at home.
5. We have hired a full-time Academic Intervention Teacher with Title 1 funds. This teacher provides academic intervention in all subject areas. She makes students in temporary housing a priority if their achievement is below standard.

Part B:

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).
n/a
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 your Children First Network.
n/a

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_01M020_102910-075810.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 203	District 01	School Number 020	School Name Anna Silver
Principal James Lee		Assistant Principal Jennifer Chase	
Coach Stacey Sotirhos/Literacy		Coach Maggie DeLuca/Math	
Teacher/Subject Area Rosanne Caputo-ESL Teacher		Guidance Counselor Sara Rivera	
Teacher/Subject Area Liao Mo- K/Mandarin		Parent David Diaz/PTA President	
Teacher/Subject Area Amber Haller -ESL Teacher		Parent Coordinator Tracey Arrington	
Related Service Provider Joe Mok		Other	
Network Leader Dan Feigelson		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	624	Total Number of ELLs	145	ELLs as Share of Total Student Population (%)	23.24%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1.Part II: ELL Identification Process

1. When parents register their child at PS 20 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey. If the Home Language Survey and the interview that is conducted at the time of registration indicate that the student could be an ELL then the parent is informed that their child will be administered the LAB-R test to assess their English Language proficiency. The interview is conducted by the assistant principal or the ESL teacher with the assistance of qualified translators. Students who have been initially identified as English Language Learners through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications in place to assess their English proficiency. In addition to this, students who were identified as ELLs in previous years and have not attained proficiency are also tested again at this time.
- 2.. Once a student has tested eligible for ESL services, the parent is asked to come to an orientation within 10 days. During the orientation, the parent watches the DVD that describes the three programs that the city offers for ELLs (Transitional Bilingual, Dual Language and Freestanding ESL). We show the DVD in the language that the parent is most comfortable with. We also provide a translator that speaks the language who will be able to answer any questions that the parents may have. The orientation is usually conducted by the assistant principal, the parent coordinator, and an ESL teacher. If the parent is unable to attend the orientation that day, we will make an appointment with the parent for another time within one week. If the parent is unable to make an orientation, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within 9 days.
3. Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100 percent compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. All students deemed eligible to receive service will receive ESL services within 9 days of being identified as an ELL
4. All students deemed eligible to receive ESL services, as evidenced by the result of the LAB-R assessment, will receive this service within 9 days after being identified as an ELL. If the parent chooses, we will seek out alternate placements in other schools for the programs that we currently do not offer. This information is communicated to our parents through the Parent Coordinator with the assistance of translators. However, the trend has been that parents do not want to remove their child from PS 20.
aste response to questions
5. The information gleaned from the home language survey forms clearly indicates a strong preference for ESL instruction. Many of our ELL students come from homes where English and Spanish or English and Chinese are spoken simultaneously. Over the past few years, the parents are choosing Freestanding ESL as their preference of program. After the beginning of each year the LAP team examines the parent choice letters. If we receive 15 parent choice letters requesting a Transitional Bilingual Education program or a Dual Language program, from parents of students in two consecutive grades (for example: K and 1), then we will open a class to meet the parents' requests. This fall as per parent request (25) and the New York State and City mandates, we have opened a Kindergarten

Dual-Language Mandarin Program

6. We have in fact opened a Dual Language Kindergarten to accommodate parent requests and city and state mandates.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1													1
Freestanding ESL														
Self-Contained	1	1	1	1										4
Push-In		5			10	10								25
Total	2	6	1	1	10	10	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)		Special Education	10
SIFE	10	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	21	0								21
ESL	101	10	5	23	0	12		0		124

Total	□122	□10	□5	□23	□0	□12	□0	□0	□0	□145
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese	21	13																	21	13
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>English</u>		13																	0	13
TOTAL	21	26	0	21	26															

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 2

Asian: 13

Hispanic/Latino: 8

Native American:

White (Non-Hispanic/Latino): 3

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	12	11	13	14	14								69
Chinese	3	17	10	6	8	0								44
Russian														0
Bengali		2	1		4									7
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1		2									4
TOTAL	8	32	23	19	28	14	0	0	0	0	0	0	0	124

Part IV: ELL Programming

A. Programming and Scheduling Information

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

ELL Demographics –Programming and Scheduling

Instruction Delivery:

1. At PS 20 we currently have a total of 145 ELL students. Of these 145 students, 10 students are SIFE, 10 receive special education services, and 23 are long-term ELLs. Of the 23 long-term ELLs, 9 receive special education services. Three of our SIFE students are also receiving special education. This year we opened up a dual language Mandarin class in kindergarten. We currently have 4 self-contained ESL classes. All of our ELL students in grades 4 & 5 are clustered together in one general education class per grade where our ESL teacher pushes into the class and co-teaches with the classroom teacher to address the needs of the various levels in the class. Additionally, the ESL teacher pulls out the students who scored on a beginner or intermediate level. Students who are new to the United States and speak limited English are also being served during the Extended Day Program (Tuesdays, Wednesdays, and Thursdays for 50 minutes periods) in addition to their mandated 360 minutes during the school day. The students in the self-contained classes and the 4th and 5th grade general education classes with ESL services are mixed heterogeneously. Native English speakers, students scoring Advanced, Intermediate, and Beginner are all present in each class.

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

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

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

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

Native Language Arts and Native Language Support

education classes. Beginners and Intermediates who require 360 minutes of ESL instruction are served through this model. Advanced students who require 180 minutes of instruction are also served through this model. For our dual language classes we follow a side-by-side model. The students receive one day of native language arts instruction in Mandarin and then one day of instruction in English and the pattern continues. The two classes of twenty-five students are mixed with English Proficient students and ELL students who are Mandarin speaking.

3. Content Area Instruction:

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

4. Differentiation of Instruction for ELL sub-groups:

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

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

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

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

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

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

5. Targeted Intervention Programs for ELLS:

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

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

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

7. Improvements That Will Be Considered for the Upcoming Year:

We are continuing to look at the team teaching models that are used with the general education teacher and the ESL teacher to best meet the needs of all our students. In addition we are also studying the the Sheltered Instruction Observation Protocol (SIOP) and in our dual language classes Two-Way Immersion Observation Protocol (TWIOP) and looking to implement both in our classrooms this coming year.

8. Programs being discontinued:

At this time, we are not discontinuing any programs that specifically serve our ELL population.

9. Access to All School Programs:

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

10. Instructional Materials That Support ELLS

Last year we installed SmartBoards in all of our 3rd, 4th, and 5th grade classrooms. Teachers have been able prepare more multi-media lessons that are visual and more accessible to our ELL students using this technology. There are 4 computers available in each classroom in the school. We have purchased additional native language arts books in Spanish and Chinese. The books that we ordered this year align with our social studies and science curriculum, especially in the upper grades.

11. Native Language Support:

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

language arts books for the classrooms this year.

In the dual language classrooms, students receive native language arts instruction in Mandarin every other day. With the side-by-side model they are immersed in Mandarin one day and then immersed in English the following.

12. Meeting the Needs of the Different Ages and Grade Levels

With our current programming we are meeting the needs of all of the ELL students in the school. We are always looking to improve our instruction with our SIFE population. All of our students are receiving an education that is aligned with the NYS Standards. Each grade in our school collaboratively plans and executes units of studies that address the needs of all learners. Students in each grade are given access to the curriculum for their grade through the ESL instruction give by their teachers. This is supplemented with the use of native language arts books on the subjects that are being taught.

13. Newly Enrolled ELL Students:

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

14. Language Electives for ELLs

At this time, we do not have any language electives for our ELLs.

C. Schools with Dual Language Programs

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

1. In our Kindergarten Dual Language Mandarin Program we follow a side-by-side model. With this model 50% of the time the students receive instruction in Mandarin and the other 50% of the time students receive instruction in English.
2. English Proficient students and English Language Learners are integrated 100% of the time in the dual language program. There are two classes. Each class is comprised equally of English Language Learners and English Proficient students.
3. The two classes of students switch classrooms and teachers daily. Class A spends Monday, Wednesday, and Friday in the Mandarin classroom, while Class B spends these days in the English classroom. The following week the classes switch days. Class B spends Monday, Wednesday, and Friday in the Mandarin classroom

D. Professional Development and Support for School Staff

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

while Class A spends these days in the English Classroom.

4. The Dual Language model we are using the is side-by side model.

5. Emergent literacy is taught to all children in the dual language program in both Mandarin and English simultaneously.

D. Professional Development

1. Ongoing professional development will be provided in the areas of reading comprehension strategies, the Sheltered Instruction Observation Protocol (SIOP), and developing Social Studies Inquiry Units. Most staff members are involved in one of the three study groups that will meet multiple times throughout the year. Through these study groups we will also be looking at the new Common Core Standards. As grade teams, we are continuing to develop units of study that engage all students and include outcomes for understanding and to address the new Common Core Standards. In addition, each teacher will be participating in a case study by grade where they will choose a student who they will follow throughout the year and make changes to their instruction to meet the needs of the student involved in the case study.

2. Our staff members make themselves available to all of our students transitioning to middle school. Our Guidance Counselor pushes into our 5th grade classes once a week starting in May. She discusses problems that they may encounter in middle school and she also teaches them about advocating for themselves and their services (ESL and special education). Our ESL teachers who work with 5th grade continue to provide them with support and help prepare them for what life in middle school will be like. We also encourage 5th grade students/classes to visit the middle schools that they possibly be attending.

3. Over the course of the year with our professional development days dedicated to the SIOP or dual language instruction. New teachers will participate in at least 7.5 hour professional development dedicated to one of these topics. This professional development will provide the teachers with strategies in teaching ELLs as per Jose P. New teachers and paraprofessionals of special education will receive 10 hours of training. This training is happening throughout the year on various professional development days where teachers are released or at dual language meetings.

E. Parental Involvement

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

1. PS 20 will host a series of workshops for parents of ELLs. The initial Parent Orientation meetings held in October 2009 offers parents the opportunity to learn about the PS 20 ESL parent workshops held throughout the year via Title III funding with support and tips for parents to use with their children at home. At the Part 154 meetings, held within the first ten days of the 2009-2010 School Year, parents will be informed of their rights and program choices in their native language and will be given documentation in their native language to ensure a full understanding. Translators will be available at all parent meetings. Parents are encouraged to meet with classroom teachers regarding child's performance and progress. An ELL Parent Conference will be conducted in the spring prior to the administration of the standardized tests to review strategies to assist parents in helping their ELL students prepare for each exam. This year we are conducting also conducting parent workshops on the ARIS Parent Link and how to access the information provided there. The workshops are conducted with translators so that the information is accessible to all parents. Parents of ELLs currently serve on our PTA and on our SLT and have a strong voice in our community. As part of the 21st Century Grant, we also work with ENACT who provides our school with a number of parent workshops throughout the school year. These workshops are open to all parents. Translators will be provided.

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

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

4.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	19	19	5	3	9	5								60
Intermediate(I)	0	9	7	11	7	5								39
Advanced (A)	10	4	10	3	13	6								46
Total	29	32	22	17	29	16	0	0	0	0	0	0	0	145

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	2	0	5	0							
	I		12	2	1	0	2							
	A		7	13	4	6	4							
	P		2	5	12	18	0							
READING/ WRITING	B			4	3	9	3							
	I			8	11	7	5							
	A			5	3	13	4							
	P			5	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	9	1	0	15
5	2	12	10	0	24
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4	2	3	8	0	4	3	1		21
5	0	1	10	1	11	0	2		25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	4	1	13		7		26
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	1	1	2		12		1		16
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- 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?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The assessment tool used by the teachers at PS 20 to assess the early literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has shown that many of our ELL students are reading below grade level. In grades 3-5 it is showing us that the students need to develop their critical thinking skills more because they are unable to comprehensively answer the inferential questions about the text. This shows us that we need to provide more time for thinking about the literature and to also provide scaffolds for the students in this area. Also, the vocabulary and the words that student tend to miss during their assessments are Tier II words. This information is part of the data that we used to determine our professional development plan for the school. We are also looking at our language and word study blocks to look at how to improve instruction in this area.

2 & 3. The NYSESLAT /LAB-R data shows us that 47 out of 61 students in grades K-1 are Beginners and Intermediates. The trend in

4. On NYS Assessments our ELL students score very well in Mathematics. Out of 46 students tested, 40 students scored a level 2, 3 or level 4. On the ELA only 32 of our 39 students scored a level 2 or 3. No level 4s were attained. On the NYS Science Test, 20 out of 25 student scored a level 3 or 4. Our English Language Learners score about the same in Science and Math as the general population at PS 20. They score slightly lower on the ELA exam. There are a limited number of students taking the content area tests in their native language. There is not enough data to comment. We do not use the ELL Periodic Assessments in our school at this time. We use our TC Running Records and our Writing Assessments as interim assessments to track our ELL students. School leaders meet with classroom teachers to discuss this data in our one-to-one meetings. During these meeting the school leaders and teachers develop an instructional plan on how to meet the needs of their students. Our school-wide data on our writing assessments in October, shows that only 42% of our ELL students are writing on or above grade level. Our school-wide, only 11% of our ELLs are reading at grade level. This shows us that we have much room to grow in both of these areas. This is one of the reasons reading comprehension and the SIOP model have become an integral part of our PD Plan.

5. Dual Language: The English Proficient students are assessed in the second (target) language through teacher developed assessments. There is no standardized assessment of Mandarin for these students. By the time the students exit the dual language program at the end of 5th grade, they are expected to be fully bilingual, biliterate, and bicultural.

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

Additional Information

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

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 020 Anna Silver					
District:	1	DBN:	01M020	School		310100010020

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	52	54		93.6	94.0	94.4
Kindergarten	88	87	117				
Grade 1	91	89	98	Student Stability - % of Enrollment:			
Grade 2	100	80	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	99	100	82		94.6	93.2	91.8
Grade 4	93	103	100				
Grade 5	86	81	88	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.5	97.1	97.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	29	45
Grade 12	0	0	0				
Ungraded	0	2	2	Recent Immigrants - Total Number:			
Total	593	594	625	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	5	25

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	29	34	Principal Suspensions	3	6	9
# in Collaborative Team Teaching (CTT) Classes	24	39	54	Superintendent Suspensions	3	6	3
Number all others	40	22	21				

These students are included in the enrollment information above.

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

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	139	134	TBD	Number of Teachers	48	48	50
# ELLs with IEPs	10	35	TBD	Number of Administrators and Other Professionals	13	14	8

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	8	13
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.9	100.0	100.0
				% more than 2 years teaching in this school	75.0	85.4	84.0
				% more than 5 years teaching anywhere	64.6	62.5	66.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	90.0
American Indian or Alaska Native	1.0	0.7	0.3	% core classes taught by "highly qualified" teachers	82.1	97.7	95.7
Black or African American	9.3	9.9	8.2				
Hispanic or Latino	63.4	59.8	59.8				
Asian or Native Hawaiian/Other Pacific	23.6	25.8	28.2				
White	1.5	2.0	2.7				
Male	48.2	53.0	53.4				
Female	51.8	47.0	46.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	70.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	9						

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

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

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