



PS/MS 20
POLICE OFFICER GEORGE J WERDANN, III SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X020

ADDRESS: 3050 WEBSTER AVENUE, BRONX, NY 10467

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TABLE OF CONTENTS

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: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....9

SECTION V: ANNUAL SCHOOL GOALS.....10

SECTION VI: ACTION PLAN.....11

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....12

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....13

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....14

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....17

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....23**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....24

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....25

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-
2011.....26**

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x020 **SCHOOL NAME:** Police Officer George J. Werdann, III

SCHOOL ADDRESS: 3050 Webster Avenue, Bronx, New York 10467

SCHOOL TELEPHONE: 718-515-9370 **FAX:** 718-515-9378

SCHOOL CONTACT PERSON: Carol Carlsen **EMAIL ADDRESS:** ccarlse@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jaleelah Cooke

PRINCIPAL: Carol Carlsen

UFT CHAPTER LEADER: Maryann D'Esposito

PARENTS' ASSOCIATION PRESIDENT: Miguel Agostini

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** CFN 6

SSO NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Sonia Menendez

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
Carol Carlsen	*Principal or Designee	
Maryann D’Esposito	*UFT Chapter Chairperson or Designee	
Miguel Agostini	*PA/PTA President or Designated Co-President	
Miguel Agostini	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Miriam Diaz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kerry Weinbaum	Middle School AP	
Carol Penna	Teacher Elementary School	
Jaleelah Cooke	Teacher Special Education	
Zulema Rosales	Parent	
Sufia Begum	Parent	
Doris Lucero	Parent	
Awilda Centeno	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS/MS 20 is a School in Good Standing as designated by the New York State Department of Education. Our school mission includes a clear directive, in which students will participate in a risk-free environment. Our school's "20 Way Core Beliefs" include the standing principle that "We believe that PS/MS 20 is a learning community that promotes equity, equality, dignity and respect for all. It is a community that recognizes the goals, contributions, achievements and successes of each member. We believe that all students *can* achieve and expect all students *will* achieve.

The 2010-2011 school year began with our on-going staff development training for all staff members in order to continue our work with the Reading First Program, the NYC balanced literacy initiative, and the PS/MS 20 literacy curriculums that are updated every year to reflect changes in testing, the CCSS, and analysis of student work. The continued use of follow-up discussions for staff development, reflecting implementation and areas of need enable administrators to assist staff in implementing instruction and to assess staff development, administrative support and teacher learning. The affective education program, *The 20 Way*, continues to grow in the school. The 20 Way emphasizes starting everyday in a positive way, respect and consideration of others, the value of learning, safety, and the peaceful solution to conflict. This has become a way of life at PS/MS 20. School safety nets appropriately address the academic, social and emotional needs of students. Guidance counselors and the Instructional Support Team meet weekly with each grade level to review strategies in place for identified students.

PS/MS 20 provides at-risk students with a variety of Academic Intervention Services. All AIS eligible students receive one or more intervention during the day or in after school. Although we have made significant gains in our individual student support, we are still concerned about our special needs students. We currently maintain 9 classes of special need students who are making strides in their daily classwork but are still unable to meet the complexities of grade level content work. As we develop a combination of both differentiated resource support and specific content driven intervention programs, we expect an increase in student performance outcomes.

To support different modes of learning, we have expanded the use of technology to support student growth. As a way to improve performance and to motivate students, software was purchased that enables us to individualize and accelerate reading comprehension, vocabulary, writing and math proficiency.

A key ingredient in building capacity for school-wide improvement has been the daily structures put in place for regular discussions and communication to the many constituents in our school. Meetings with our School Leadership Team, principal's leadership team, supervisors, administrative assistant, dean, guidance counselor, and our grade level teacher leaders provide avenues for on-going dialogue around school-wide initiatives. Expanded meetings with the PS/MS 20 Core Team of approximately forty members on a monthly basis includes guidance, parents and key staff representatives in Special Education, ELL, and office/custodial staff who review our work with our Core Beliefs Initiatives. One way we measure the effectiveness of our school improvements initiatives is through surveys. Staff members are regularly requested to respond to surveys for input and feedback.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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. 20 P.O.George J. Werdan III								
District:	10	DBN:	10X020	School BEDS Code:	321000010020				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended :				
<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	33	34	30		92.0	92.6	TBD		
Kindergarten	100	103	149						
Grade 1	118	104	121	Student Stability - % of Enrollment :					
Grade 2	96	110	88	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	98	91	100		93.4	95.3	TBD		
Grade 4	106	102	85	Poverty Rate - % of Enrollment :					
Grade 5	129	111	108	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 6	132	142	115		78.7	81.8	87.5		
Grade 7	186	123	137	Students in Temporary Housing - Total Number :					
Grade 8	164	177	122	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 9	0	0	0		12	8	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number :					
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 12	0	0	0		9	8	1		
Ungraded	32	25	24	Special Education Enrollment:					
Total	1194	1122	1079	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					9	8	1		
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of 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	120	110	102	Principal Suspensions	4	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	26	10	21	Superintendent Suspensions	7	8	TBD		
Number all others	79	100	90						
<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		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	105	93	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	317	272	282						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	0	17	82	Number of Administrators and Other Professionals			34	35	TBD	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			8	5	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			
	1	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD			
				% more than 2 years teaching in this school	70.5	83.9	TBD			
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			47.6	61.3	TBD	
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79.0	85.0	TBD			
American Indian or Alaska Native	0.8	0.9	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED)	97.6	97.4	TBD			
Black or African American	12.4	12.2	11.4							
Hispanic or Latino	69.8	68.3	67.0							
Asian or Native Hawaiian/Other Pacific Isl.	10.1	10.6	11.0							
White	6.8	6.9	6.3							
Male	48.9	50.5	52.6							
Female	51.1	49.5	47.4							
2009-10 TITLE I STATUS										
√	Title I Schoolwide Program (SWP)									
	Title I Targeted Assistance									
	Non-Title I									
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10			
				√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School (Yes/No)	If yes, area(s) of SURR identification:									
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:										
	Phase				Category					
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive				
	Improvement Year 1									
	Improvement Year 2									
	Corrective Action (CA) – Year 1									
	Corrective Action (CA) – Year 2									
	Restructuring Year 1									
	Restructuring Year 2									
	Restructuring Advanced									

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	√	ELA:	
Math:	√	Math:	
Science:	√	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	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	93.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the Overall Score)</i>	10.4	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the Overall Score)</i>	20.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	47.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	14.3	Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	△ = 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
KEY: PROGRESS REPORT DATA	◇ = Outstanding
NR = Data Not Reported	NR = No Review Required

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

** 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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

PS/MS 20 is a school that received a Well-Developed rating in its Quality Review which has had a critical impact on the community in terms of moral, academic motivation and student outcomes. Review of multiple sources of data enables school administrators and teachers to determine the status of student learning and identify needs for improvement. After several years as a SINI school, the **State Education Department identified it as a School in Good Standing in 2007-2008**. Results of the 2010 NYS assessments show a decrease in the numbers of students who are achieving at the proficiency levels 3 and 4. Results of the 2010 state exams show a 27% decrease in student proficiency in ELA and a 35 % decrease in student proficiency in math. Although we are aware that some of these results are due to the changes in the test, changes in the scale scores aligned with the levels, and a move by the state to "raise the bar", we have identified programs and measures to address these deficiencies.

In the spring of 2010, the staff participated in a third school retreat that enabled us to review our Strategic Planning Tier 4 goals. Tier 5 goals were established and refined as the basis for our Strategic Planning for the 2010-2011 school year. Three committees (Data, Job-Embedded, and Character Education) continue the work identified as a result of the retreat. A continued focus for this year is our teacher leadership program. Increasing numbers of teachers now participate in providing professional development to their peers. We have incorporated the six components of the Professional Teaching Standard through the Santa Cruz Teaching Model Rubric.

The systems in place clearly focus on instruction and inform decisions pertaining to curriculum, assessment, and instructional practices. We continue to expand our small group work for targeted students. We have developed a blueprint for differentiated learning which is used by teachers to enhance their professional work through an inquiry process. The teachers are very skilled at identifying students most in need of improvement and in providing effective strategies to meet their needs. When looking at student data, teachers consider the different subgroups (ELL, IEP students, etc.) and create individual short and long term goals and strategies that are to be integrated into all aspects of the students' academic progress. Computer software programs have been implemented to support the work of the AIS teachers.

Goal setting has become embedded in our teaching and learning. Teachers and students alike set goals and identify ways to assess them. Student goals and achievements are displayed throughout the building. Through different ways of communication we make certain that students and parents know and understand the student's learning goals.

Our ESL and special education populations are large in comparison to similar schools. Students in these groups are offered additional supports, extended services, and AIS. Their program of learning is adjusted to match their instructional learning level to ensure that they have the same opportunities for success as other students in the school.

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.

School Goals 2010-2011

ELA Goal:

To increase the number of students in grades 3-8 at proficiency levels 3 & 4 by 5% on the 2011 NYS ELA exam.

Math Goal:

To increase the number of students in grades 3-8 at proficiency levels 3 & 4 by 5% on the 2011 NYS Math exam.

Character Education:

All students will be given the opportunity to explore useful strategies and innovative ways to set and achieve goals and to apply concepts taught in character education real life situations.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students in grades 3 – 8 at proficiency levels 3 & 4 by 5 % on the 2011 NYS ELA exam.</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>Beginning in September 2010 and working through June 2011 the following strategies will support the ELA goal. Target groups have been identified in general to include those students who are at "high risk" or "some risk" for not attaining benchmark goals in a timely period.</p> <ul style="list-style-type: none"> • Continue implementation of the <i>Reading First Program</i> in grades K-3 • Continue the Trophies reading program in grades 4, 5, 6 • The Inquiry Team will identify ELL students with 4 or more years of service and who have not passed the NYSSELAT assessment as the focus for this year’s study. The long-term goal for the IQT focuses on writing strategies to improve proficiency on the exam. • Three ESL teachers will provide extended services to ELL students • Identify target students on every grade level for increased academic support to include small group differentiated instruction, AIS, UFT contract extended time, and extended day programs • Implement identified instructional strategies across all curriculum areas • Establishment and identification of reading behaviors essential to the student’s mastery of the units of instruction to meet benchmark goals • Scaffolding the development of the skill/strategy with the necessary prerequisite knowledge and skills that the students need to reach mastery in the identified reading behavior • All staff will provide monthly learning goals in all content areas • Provide additional teacher support to both SPED and ELL students using high interest-lower level materials • Provide AIS support to targeted students on all grade levels; 9 teachers have been

	<p>identified to provide support.</p> <ul style="list-style-type: none"> • Align other support services, i.e. speech, SETSS, etc. to support identified initiatives • Continue and expand goal setting at the grade, teacher and student levels • Interim Goal Action Plans will be implemented on a quarterly basis to align with needs identified from assessments • Cluster teacher instructional programs support communication with students and families around learning goals • Provided differentiated professional development for teachers • Increase parent involvement through increased communication, workshops and cultural celebrations <p>All teachers including classroom teachers, cluster teachers, AIS teachers, Reading Recovery teachers, SETSS teachers, and related services staff are accountable for student progress.</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 action plan.</i></p>	<p>Funding for support of the goal is provided from:</p> <ul style="list-style-type: none"> • Title IIA Supplemental allocation supports reduced class size in grade 1 • Title III allocation supports afterschool program for high risk ELL students • <i>Contract for Excellence</i> allocation supports 3 teachers who provide the small group, targeted instruction • Title 1 SWP funding supports 2 AIS teachers, an additional ESL teacher, 1 F-Status teacher, extended day program for identified students, professional development for teachers, the purchase of online programs such as Achieve 3000 and Rosetta Stone <p>Block programming in grades 5-8 supports individualized scheduling and AIS support</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>Regular and consistent progress monitoring provides information on student progress.</p> <p><u>Grades K-3</u></p> <ul style="list-style-type: none"> • Progress is assessed every two weeks for all students: benchmark, intensive and strategic using both teacher created formative tests and commercial tests • Unit tests are given every 4-5 weeks, standardized tests (DIBELS) 3x per year- ECLAS2 is given 2x per year • Students are tested for reading levels approximately every 9 weeks. <p><u>Grades 3-8</u></p> <ul style="list-style-type: none"> • DYO interim assessments are administered 3 times per year • Assessment results are analyzed by school, grade and class level and are used to develop <i>Interim Goal Action Plans</i> • Teachers use Achieve 3000 to monitor and assess progress <p>Classroom teachers use unit tests and teacher created assessments to monitor progress</p>	

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students in grades 3 – 8 at proficiency levels 3 & 4 by 5% on the 2011 NYS Mathematics exam.</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>Beginning in September 2010 and working through June 2011 the following strategies will support the math goal. Target groups have been identified in general to include those students who are at "high risk" or "some risk" for not attaining benchmark goals in a timely period.</p> <ul style="list-style-type: none"> • Continue implementation of the <i>Everyday Math</i> in grades K-5 • Continue the <i>Impact</i> math program in grades 6-8 • Identify target students on every grade level for increased academic support to include small group differentiated instruction, AIS, UFT contract extended time, and extended day programs • Implement identified instructional strategies across all curriculum areas • Establishment and identification of math competencies essential to the student's mastery of the units of instruction to meet benchmark goals • Scaffolding the development of the skill/strategy with the necessary prerequisite knowledge and skills that the students need to reach mastery in the identified math competencies • All staff will provide monthly learning goals in all content areas • Provide additional teacher support to both SPED and ELL students using high interest-lower level materials • Provide AIS support to targeted students on all grade levels; 4 teachers have been identified to provide these services. • Align other support services, i.e. speech, SETSS, etc. to support identified 	

	<p>initiatives</p> <ul style="list-style-type: none"> • Continue and expand goal setting at the grade, teacher and student levels • Interim Goal Action Plans will be implemented on a quarterly basis to align with needs identified from assessments • Cluster teacher instructional programs support communication with students and families around learning goals • Provide differentiated professional development for teachers • Increase parent involvement through increased communication, workshops and cultural celebrations • Establish a grade-level, non-negotiable, math continuum that identifies competency skills needed to enter and exit a grade <p>Created math support packets for use in classes where less than 55% are successful on a given skill</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 action plan.</i></p>	<p>Funding for support of the goal is provided from:</p> <ul style="list-style-type: none"> • Title III allocation supports afterschool program for high risk ELL students • <i>Contract for Excellence</i> allocation supports 3 teachers who provide the small group, targeted instruction • Title 1 SWP funding supports 2 AIS teachers, an additional ESL teacher, 1 F-Status teacher, extended day program for identified students, professional development for teachers, the purchase of online programs such as SkillsTutor and Rosetta Stone <p>Block programming in grades 5-8 supports individualized scheduling and AIS support</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>Classroom teachers, AIS teachers, Reading Recovery teachers, SETSS teachers, related services staff as well as cluster teachers are accountable for student progress. Regular and consistent progress monitoring provides information on student progress.</p> <p><u>Grades K-3</u></p> <ul style="list-style-type: none"> • Math unit tests are every 4-5 weeks • Math boxes and exit slips are administered weekly or biweekly <p>In addition, in <u>Grades 3-8</u></p> <ul style="list-style-type: none"> • DYO interim assessments are administered 3 times per year • Assessment results are analyzed by school, grade and class level and are used to develop <i>Interim Goal Action Plans</i> <p>Classroom teachers use unit tests and teacher created assessments to monitor progress</p>	

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Character Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students in grades 5 – 8 will be given the opportunity to explore useful strategies and innovative ways to set and achieve goals and to apply concepts taught in character education to situations in real life.</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>Beginning in September 2010 and working through June 2011 the following strategies will support our character education :</p> <ul style="list-style-type: none"> • Promote high self-esteem and the acquisition of school success across the curriculum • Promote positive experiences for students and staff through the work of the Character Education Committee. • Assist students in understanding more clearly the benefits of making informed and responsible choices. • Encourage students to explore a variety of problem-solving techniques as alternatives to disruptive behavior. • Provide opportunities for students to think critically and then act responsibly • Implement our “Passport for Success Program” • Implement “School of Belonging” program to create a culture that facilitates caring and meaningful relationships with all students and staff feeling connected. • Communicate with parents regarding positive behavior and good decision making • Create advisory groups for grades 5-8 • Weekly IST grade level meetings with support from SBST and guidance 	

	<p>counselors Reward responsible behavior, improved attendance, effort, honors, at monthly grade-level assemblies</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 action plan.</i></p>	<p>Funding for support of the goal is provided from:</p> <ul style="list-style-type: none"> • Title 1 SWP funding is used to support a consultant, professional development for teachers, resources, incentives and trips 	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodically, students and staff will be surveyed regarding the aspects of character education</p> <ul style="list-style-type: none"> • Increase in the number of students who attend honors breakfast • Increase in the number of certificates earned at the awards assemblies • Increase in the number of students who make progress and show effort in their academics • Increase in positive student behaviors in classroom, hallway, lunchrooms • Increase in attendance • Decrease in the number of suspensions • Decrease in the number of referrals to dean/guidance <p>Decrease in the number of “bullying” incidents</p>	

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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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	20	20	N/A	N/A	6-10	5	3	3
1	50	50	N/A	N/A	2	3	2	4
2	50	50	N/A	N/A	2	3	1	4
3	47	47	N/A	N/A	6	3	3	6
4	43	43	43	43	12	4	8	5
5	60	60	60	60	22	5	16	6
6	60	60	60	60	24	5	8	5
7	60	60	75	75	30	4	22	4
8	60	60	75	75	60	3	22	3
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>AIS is provided in both small group and one-to-one support during the regular school day, and as part of the UFT designated extended time. Many of the students also participate in our afterschool program. Middle school grades have an out of classroom teacher who provides AIS. Four literacy coaches manage groups of students for targeted assistance. Several programs are used including Wilson, Harcourt Intervention, and Achieve 3000. Included in our support for our at risk students is our program for our struggling ELL students. Three ESL out of classroom teachers provides support to our ELL students in whole class and small group settings.</p>
<p>Mathematics:</p>	<p>AIS is provided in both small group and one-to-one support during the regular school day, and as part of the UFT designated extended time. Many of the students also participate in our afterschool program. Middle school grades have an out of classroom teacher who provides AIS. Two math coaches manage groups of students for targeted assistance. Several programs are used including Everyday Math Intervention, and Plato. Included in our support for our at risk students is our program for our struggling ELL students. Three ESL out of classroom teachers provides support to our ELL students in whole class and small group settings.</p>
<p>Science:</p>	<p>The AIS program aligns its instruction across all curriculum areas.</p>
<p>Social Studies:</p>	<p>The AIS program aligns its instruction across all curriculum areas.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor provides peer mediation and at-risk counseling to support the teachers academic goals. These sessions are conducted during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist meets with students once a week during the school day for at risk counseling to help increase on task classroom behavior. Crisis intervention is also provided</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social work meets with students in crisis and facilitates parent contact and the placement process for students awaiting alternate sites.</p>
<p>At-risk Health-related Services:</p>	<p>During the school day, the nurse will provide emergency medical support as needed. The nurse will also regularly see students with chronic and acute ailments. Paraprofessionals also support students with health concerns during fire/evacuation drills.</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Form TIII – A (1)(a)

Grade Level(s) 120 Number of Students to be Served: 8 LEP Non-LEP

Number of Teachers 8 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

This program will focus on building students’ background knowledge through inquiry based interdisciplinary units. Teachers will focus on developing students’ vocabulary related to their inquiry projects. Students will learn to use target vocabulary in their writing research projects and

other nonfiction written reports in the content areas related to their inquiry projects. Projects may have a science or social studies focus. The program will include explicit instruction that will focus on vocabulary development through the strategic reading of materials and texts at and above students' independent and instructional reading levels. Teachers will prepare explicit lessons that will target vocabulary development in order to lay the ground work for students' inquiry based site visits. Site visits include but are not limited to the Bronx Zoo, the Bronx Botanical Garden, The New York Historical Society, The Museum of Natural History, The Metropolitan Museum, The New World Theatre, The Native American Museum, The Museum of the City of New York, El Museo Del Barrio, The History of Transportation, Ellis Island Museum of Immigration, The Jewish Museum. Trips will be scheduled once or twice a month as students are guided through the completion of their inquiry and writing projects within four to six weeks. Parents will be invited to attend workshops in order to train parents to support students in the types of activities that students will be expected to complete during their site visits. Parent workshops will cycle through the grades and will involve parents in learning how to log on to Rosetta Stone so as to continue to support English development in the home. Parents in the early grades will be invited to attend the trips and will be expected to guide their children through the process of completing their site visit assignments. These could include drawing and labeling what they noticed for the lower grades and or taking notes on what they learned during their trip and writing a report or a reflection for the upper grades. Extension and enrichment activities will include creating art that is representative of their experiences during their site visits, murals and or dioramas depicting habitats or settings of sites visited. Students will be engaged in nonfiction related to students' site visit experiences. Older students will be involved in research project writing and in presentations of their projects. Documentation of program activities will be done through photographs and or videos of presentations and will be posted and shared through the internet. The goal of this program is to build students' background knowledge and to develop and build students' vocabulary in order to improve students' English proficiency through language experiences at various sites and through nonfiction writing. As NYSESLAT test time approaches teachers will engage students in test prep using NYSESLAT test prep materials. Particular attention will be paid to the writing test. Teachers will use exemplars from to provide students with a visual representation of students' writing scored at different level as a focus of their analysis as to qualities of good writing.

Number of students to be served: 120 in grades 1st to 8th

Language of Instruction: English with guided native language instruction in Spanish.

Times per/week : 3 hours per week in school (Tues. Wed., Thurs.) with 4 hours of monthly or bimonthly site visits on Saturdays. Eight (1) hour workshops will be planned to teach parents at each grade level how to log on to the school's Rosetta Stone internet account.

Program duration: Oct. 2010 to May 2011 (16 hrs. per month per teacher)

Service providers: 8 ESL Teachers, 1 program supervisor (Supervisor will work with teachers to facilitate professional development activities and to conduct parent workshops, parent orientations, and trainings).

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.

As a professional development school we have learned that engaging teachers in authentic and differentiated professional development entails involving teachers in collaboration. The professional development being planned for the ELL writing enrichment program will be tailored to the needs of ESL teachers and ESL students. Teachers will be involved in intervisitations and in the presentation of best practices for ELLs in terms of nonfiction writing in the content areas. Teachers will be engaged in action research projects of six to eight weeks in length. Teachers will be engaged in an analysis of student writing in order to set goals for instruction, implement strategic instructional activities, and then analyze the impact on students' achievement in order to continue to closely monitor students' writing development. According to Dr. Douglas Reeves of the Leadership and Learning Center, teacher to teachers advice and modeling is one of the single greatest influences on the professional practices of educators. In this way we hope to have a significant impact on the instruction that our ESL teachers provide our ESL students in nonfiction content area writing.

Form TIII – A (1)(b)

School: PS/MS 20 BEDS Code: 10x020

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	27,000	9 ESL teachers for 60 hours in afterschool program – 9 x 60 x 49.98 = \$ 26,989
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	7,000	Student writing workbooks, Picture dictionaries, NYSELAT material, professional books, school supplies
Educational Software (Object Code 199)	7,000	Rosetta Stone language development software packages for after school program with online school and at home access.
Travel	3,260	Workshops for parents, trips with students, materials for helping students at home.
Other		
TOTAL	44,260	

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.

Based on the RHLA we find that our school serves 3 major language groups. These include Spanish, Bengali, and Albanian. We have hired teachers and or Educational Assistants to facilitate the day to day translations on an as needed basis. All communications with parents are generally sent in English and in Spanish. We try to the best of our ability to send out other important notices in Albanian and in Bengali. For lower incidence languages we seek help from the Translation Units services from the DOE.

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.

Based on the RHLA data findings are announced at the beginning of the year to all faculty and staff. Signs in Spanish, Bengali, and in Albanian are prominently displayed at the entrance to the building. A welcome and translation available poster is placed at the entrance to the school for all who enter to read and know that translation services for lower incidence languages are also available.

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.

All communications with parents are distributed in English and in Spanish at minimum. On occasion and on an as needed basis other important announcements are sent out in Bengali and in Albanian. PS/MS 20 staff members facilitate the day to day translation services for these languages on an as needed basis. Translations for lower incidence languages are referred to the translation unit at the BOE.

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

Oral translations are provided for Spanish speakers, Bengali speakers, and Albanian speakers by staff members on an as needed basis daily.

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>.

Signs are posted at the entrance of the building informing all who enter that translation services are available upon request. Parents are encouraged to avail themselves of these services especially during parent teacher conferences and report card distribution times.

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:	1,024,230	366,311	1,390,541
2. Enter the anticipated 1% set-aside for Parent Involvement:	10,242	3,633	13,875
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	51,212	*	
4. Enter the anticipated 10% set-aside for Professional Development:	102,423	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 100 _____
6. If the percentage of high quality teachers during 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.

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

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

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.

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.

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.

See Pages 6-7

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.

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

See Pages 10-15

3. Instruction by highly qualified staff.

PS/MS 20 will make every effort to assure that every teacher is teaching in their area of certification. Teachers in K-3 will be engaged in professional development activities in the areas of literacy and math, whereas teachers in grades 4-8 will be engaged in professional development activities in literacy, math, science and social studies. Professional development cohorts will be developed based on grade level teams. Collaborative planning and the implementation and modeling of exemplary lessons and the teaching of literacy and math problem solving will be promoted and supported.

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.

As part of ongoing professional development, we will continue to engage teachers in literacy and math professional development activities in support of our current literacy and math programs. As part of the program planning, administrators, and teacher leaders will align all professional development activities with all relevant state and city standards.

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

We will continue to attend hiring fairs sponsored by the NYC Department of Education and various local colleges, and promote professional development programs in support of new teachers.

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

See Parent Involvement Policy

Additional support will include:

- Workshops to provide assistance with good home practices that provide and support academic achievement in school, example sleep patterns, nutrition and good health practices; and awareness of the affects of good attendance, which provide continuity in the instructional program.
- Parent classes to address topics such as mental health, anger management, and Attention Deficit Disorder (ADD) from a Mental Health Association professional.
- Drug Awareness Program with student and parent participation in cooperation with the SAPIS Program.
- Support for immigrant parents with English as a Second Language (ESL,) Civics, Untied States history, and citizenship classes.

- Support for parents with resources and links to community based organizations such as the Mosholu Montefiore Community Center and Bronx Boy Scouts and Girl Scouts.
 - Parent outreach to promote and continue student attendance via telephone calls and letters to the home.
 - Use of guidance counselor in parent outreach for special needs cases at established guidance meetings.
 - Follow through on face- to-face letters which report out attendance figures with parent meetings
 - Outreach to the parents of students with patterns of lateness
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.
- Proactive effort to visit numerous pre-school programs to build partnerships for registration at PS/MS 20
 - As a preschool site, begin the transition for our resident preschooler in the Spring prior to entering kindergarten.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Common planning time
 - Teacher lead program
 - Staff Development
 - Dialogue on matching standard-based exemplars with student performance outcomes
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.

Every grade has intervention specialists that use research based intervention programs that include assessments which are used for regrouping and redirecting the instructional work through different programs

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.

Also see Parent Involvement and Parent Compact Policies

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>)	(✓) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	√			850,354	√
Title I, Part A (ARRA)	Federal	√			362,648	√
Title II	Federal	√			393,151	√
Title III	Federal		√			
Title IV	Federal		√			
IDEA	Federal		√			
C4E	State	√			416,400	√
Tax Levy	Local	√			5,308,484	√

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

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.

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

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

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

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There is currently 1 student in temporary housing.

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

The STH students are supported through weekly student support team discussions. As part of this intervention, student and families have regular check-ins with our family worker, who together with grade level supervisors, monitor academic progress and attendance updates. Teachers directly involved with STH provide extended academic packets to assist with reinforcement concerns.

Part B: FOR NON-TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 20 P.O. George J. Werdan III					
District:	10	DBN:	10X020	School		321000010020

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	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	34	30	35		92.0	92.6	91.9
Kindergarten	103	149	155				
Grade 1	104	121	155	Student Stability - % of Enrollment:			
Grade 2	110	88	117	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	91	100	95		93.4	95.3	91.8
Grade 4	102	85	100				
Grade 5	111	108	100	Poverty Rate - % of Enrollment:			
Grade 6	142	115	121	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	123	137	119		78.7	87.5	93.0
Grade 8	177	122	131				
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		12	8	7
Grade 12	0	0	0				
Ungraded	25	24	15	Recent Immigrants - Total Number:			
Total	1122	1079	1143	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	8	1

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	110	102	95	Principal Suspensions	4	9	24
# in Collaborative Team Teaching (CTT) Classes	10	21	29	Superintendent Suspensions	7	8	15
Number all others	100	90	82				

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:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	272	282	TBD
# ELLs with IEPs	17	82	TBD
Number of Teachers	105	93	79
Number of Administrators and Other Professionals	34	35	13
Number of Educational Paraprofessionals	8	5	24

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
	1	1	16	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	70.5	83.9	93.7
				% more than 5 years teaching anywhere	47.6	61.3	79.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	85.0	92.4
American Indian or Alaska Native	0.9	0.7	0.0	% core classes taught by "highly qualified" teachers	97.6	97.4	96.6
Black or African American	12.2	11.4	8.3				
Hispanic or Latino	68.3	67.0	71.8				
Asian or Native Hawaiian/Other Pacific	10.6	11.0	0.4				
White	6.9	6.3	6.0				
Male	50.5	52.6	52.2				
Female	49.5	47.4	47.8				

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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	43.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

School: PS/MS 20

School Year: 2010-11

As of: September 2010

PS/MS 20 School/Parent Involvement Policy

Parent Representation in Developing Parent Involvement Activities in a School-wide Program School

1. The school and PTA will jointly recruit 50% parent representation on the School Leadership Team.
2. A parent sub-committee will be formed to provide input and plan a series of workshops related to academic issues.
3. The school will actively involve parents in planning, reviewing and refining Title I programs, School Parent Compact, School Parental Involvement Policy, and the School Comprehensive Educational Plan.

Involving Parents in a Timely and On-going Manner in Planning, Implementing, Evaluating and Continuously Improving Title I Funded Programs

1. The School Leadership Team will schedule dates for leadership team meetings for the school year. All members will be so informed at the beginning of the school year.
2. The PTA and school will jointly schedule and sponsor meetings for the purpose of planning, reviewing and evaluating school programs. Parents will be notified of upcoming meetings through flyers, calendars and postings at least one week in advance of the meeting.
3. The school will actively seek parent input via surveys and feedback forms to evaluate and continuously improve programs.
4. The school will publicize and encourage parent participation on advisory or decision making committees within the school. Schedules of such meetings will be sent home and posted on the parent-centered bulletin board.

Parents and Schools Will Share Responsibility for High Student Performance

1. Parents will support the Chancellor's Promotional Policy requiring a minimum of 90% attendance for promotion and coming to school on time.
2. The school will employ effective interventions and/or alternative instructional strategies to enhance learning for students who are not meeting performance standards, i.e., MS Project Success, Guided Reading, Reading Recover, etc.
3. The school will provide supplementary support for at-risk students through extended day programs in literacy and math. Parents will assure regular attendance by their children.

4. Parents will take responsibility for actively participating in curriculum and informational parent meetings and parent teacher conference.
5. The school will provide learning opportunities for parents and families to support academic success. Parents will make literacy and math a family focus by integrating literacy and math into daily living experiences i.e.:
 - reading at home daily;
 - using math in real life problem solving
6. The school will provide meaningful and challenging curriculum and instruction. Parents will monitor academic performance by regularly reviewing notebooks, homework and special projects.
7. The school will provide test simulations and test practice for students required to take standardized tests. Parents will attend workshops on school, abstract and city-wide assessments in order to become familiar with strategies for preparing his/her child for test experiences.
8. The school will provide extensive professional development for staff to insure that students meet high academic standards and expectations.
9. The school will report individual student and school progress on a regular basis. Information about students will be provided by teachers during parent teacher conferences and on report cards. The Board of Education's Annual School Report will rate school performance including overall student achievement.

Capacity building Activities for School Staff and Parents that Support Strong Parental Involvement

1. Create a welcoming environment in the school. Be accessible and responsive.
2. Keep parents informed.
3. Involve parents in school planning and decision-making.
4. Provide on-going learning opportunities for parents and families.
5. Provide guidance in supporting parent participation in children's learning both in school and at home.

Flexible Scheduling of Regular Meetings with Parents

1. A Parent Involvement Calendar will be prepared for the school year.
2. Parents will be informed that PTA Meetings are scheduled for the third Wednesday of each month.
3. School meetings/workshops will be held on the 2nd and/or 4th Wednesday of each month. If attendance warrants, meetings will be held before or after school. Workshops, highlighting classes engaged in instruction, will take place during the school day.

Process for Responding to Written Parent Comments

1. Written requests from parents regarding clarification of concerns, making suggestions and providing input into decisions relating to the education of their children, will be handled as follows:
 - The correspondence will be directed to the appropriate staff member and/or decision making team
 - The designated staff member will initiate contact via phone, appointment or letter within three school days. The school has designated Pat Charles as the school contact person for parent involvement workshop.

Providing Parents with Timely Information about School Programs and Policies

1. The school will provide on-going and timely communication with parents to encourage and support parent participation in issues related to their child's education.
 - At the beginning of each month, parents will receive a parent calendar which outlines all parent activities for that month, including PTA and Leadership Team meetings.
 - The principal will write a monthly parent letter specifically addressing academic topics and upcoming workshops to clarify these issues.
 - Flyers and poster(s) reminding parents of meetings, workshops and special events will be sent out and/or posted at least one week in advance with parent acknowledgement tear-off.
 - A parent-centered bulletin board will be maintained in the main lobby.
 - An annual calendar of *Parent Involvement Activities* will be prepared by the Parent Involvement Calendar Sub-Committee and distributed to all families. Topics will include information about instructional programs, curriculum, performance standards and assessment instruments, proficiency levels, promotional policy and extended day and summer programs.
2. As mandated, the school will assist the PTA in consulting with other parents by assisting the PTA Executive Board in including Title I issues on the agendas for each of their regularly scheduled meetings.
3. The school will provide all new families with a copy of the parent handbook previously disseminated to current families in attendance.

Increasing Accessibility for Participation of Parents

1. Parents with disabilities will have access to all school facilities using the school elevator. If possible, transportation will be provided.
2. Non-English speaking/Limited English Proficient parents will be accommodated in their native language. During meetings, parents requiring translation will be seated with staff or parent volunteers who speak their language. Written notices will be translated whenever possible.
3. Parents with young children requiring child care will be serviced by rotating volunteer parents or approved paid sitters to baby-sit at meetings.

**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 Bob Cohen	District 10	School Number 020	School Name PS/MS 20
Principal Carol Carlsen		Assistant Principal Juan Flores A.P.	
Coach None		Coach None	
Teacher/Subject Area Lisa Lopez/ ESL Literacy		Guidance Counselor John Scanlon	
Teacher/Subject Area Cristina Perez-Padilla/Math		Parent Miguel Agostini	
Teacher/Subject Area Lysette Torres/Social Studies		Parent Coordinator Haydee Criscenti	
Related Service Provider Elaine Rivera, Bil. Speech		Other Ms. Rivera Psychologist	
Network Leader Bob Cohen		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	9	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	1101	Total Number of ELLs	300	ELLs as Share of Total Student Population (%)	27.25%
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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.

Paste response to questions 1-6 here

1. Initial identification of ELLs:

Every year starting in March during K registration we start the initial process of identifying students who come from homes where a second language is spoken. This is part of our intake, an informal interview process. We conduct parent orientations, show the parent orientation video, and provide parents with information regarding program options in the event that their child qualifies for LAB-R testing and is found to be entitled. In September, informal interviews are conducted once again, students and parents are interviewed in English and or in their native language by certified staff members, using the HLIS. Parent orientations are once again conducted in September and program models are explained by Mr. Flores A.P. and by certified ESL teachers, Ms. Lopez, Ms. Reifer, and Ms. Jasinski. Identified students are administered the LAB –R by Ms. Sharon Reifer (K-4) and or Ms. Lauren Jasinski (5-8) two of our certified ESL specialists. Students of all other grades are similarly interviewed and then administered the HLIS. These students are administered the LAB-R if they are identified as ELLS based on parents HLIS responses. This process occurs on an ongoing basis throughout the year at the point of registration of all students. Close attention is paid to the 10 days testing and placement rule so as to ensure that students are tested and placed in a program within the required 10 day period.

67.4% of our students are from Spanish speaking families. Students are interviewed with their parents in English and or in Spanish. Students of other lower incidence languages are interviewed in English and or Bengali or Albanian through interpretations done by teachers or educational assistants who are speakers of these languages. These interviews are conducted in the presence of a licensed ESL teacher.

Once ELLs are identified and students are officially enrolled in September LAB Rs are administered by Ms. Reifer, Ms. Jasinski our fully licensed ESL teachers. When students with Spanish as a home language do not pass the LAB-R the Spanish LAB is administered by Mr. Flores A.P. who has bilingual certification. All LAB-Rs are hand scored and students are placed within the first 10 days of their registration school based on parents' program selection forms throughout the year. Entitlement, non-entitlement, and continuation of service letters are mailed out in the fall. Copies of all ELL related documents: HLIS, Program Selection Forms, letters to parents related to ELLs entitlement are kept on file in Mr. Flores, the A.P.'s office in room 215.

We have 9 fully licensed ESL teachers on staff. Languages of our certified ESL teachers include Spanish, Hindi, Bengali, Polish. Languages of our alternate language paras include Spanish and Albanian. During the NYSESLAT administration period the NYSESLAT is administered by our certified ESL teachers K-8 according to NYSESLAT testing regulations.

2. Parent Program Choice:

In order to ensure that parents understand program options offered by the BOE, the following structures have been put in place: Parent orientation meetings are held starting in March for parents of K students who are identified as ELLs.

Parent orientation meetings are also held in September for parents of new Ks , as well as, for new preK students who are identified as ELLs as per informal interview in conjunction with the administration of the HLIS.

Parent orientation and program options information is provided on an ongoing basis for the parents of ELLs that arrive throughout the school year K-8 on an individual and or small group basis. Parent orientations are conducted and program information is provided by Mr. Flores A.P. ,who has bilingual certification, in conjunction with Ms. Reifer, Ms. Lopez, and Ms. Jasinski who are certified ESL teachers. Orientation meetings include the presentation of the parent orientation video, which describes the program options available throughout the system. Research data on relative program effectiveness is presented and discussed. Parents have the opportunity to ask questions. Our translators on staff include speakers of Hindi, Bengali, Albanian, Spanish, and French. These staff members are made available so that parents can ask any and all questions in their native language. Parents receive copies of the parent guide in English, as well as, in their native language. ESL licenced teachers are in attendance during any and all of these meetings.

3. Ensuring the return of Entitlement Letters and Program Selection Form:

Parents are asked to fill out program selection forms upon completion of the parent orientation.

Parents who cannot attend a group orientation session are invited to one on one meetings to watch the parent orientation video at a time that is convenient for them and are asked to fill out program selection forms upon completion of their one on one meetings.

Parents who still fail to come to the school to choose a program are contacted by the family worker by phone or in person and are asked to come in for the program description, to watch the video, and to fill out the program selection form.

To ensure that all required forms are completed and kept on file, our family worker stays in contact with the parents of all entitled ELLs. All required forms are completed, copied, and kept on file. Originals are placed in the students' cumulative record folder and copies are filed in Mr. Flores' office room 215. Entitlement letters are sent out in the fall. A list of student who have received an entitlement,

continuance of service or a not entitled letter is kept in Mr. Flores' office room 215.

4. Placement of Students:

HLIS LAB-R identified students are administered the LAB –R. LAB-Rs are hand scored and student is placed in a program according to the LAB-R results taking into account the parents' program options. Parents are informed regarding LAB-R results and the entitlement or non-entitlement of their children in their native language. All ELL related forms, HLIS, Program Selection forms are copied and kept on file in Mr. Flores, A.P.'s office room 215. Every effort is made to communicate with the parents in their native language, Spanish, Hindi, Bengali, Albanian, French, so that parents fully understand the identification, placement process, and program options. Translation services are provided by certified ESL teachers or by educational assistants who are speakers of these languages. In all instances in which a native language translated is needed, a certified ESL teacher is present.

5. Parent Surveys and Program selection forms:

Parent survey and program selection forms are distributed and reviewed for program preferences upon collection by Mr. Flores, A.P. Upon review of the Parent Survey and Program Selection Forms for the past three years, it is evident that a larger majority of our Spanish parents prefer ESL programs for their children over bilingual and dual language programs.

Case in point, of the 47 Spanish speaking ELLs entering K: parents expressed their preference for ESL, 2 for Bilingual, and 1 for Dual Language. The next highest incidence language was Bengali with 9 speakers and Urdu, and Albanian with 3 speakers respectively. The parents of these students indicated ESL as a program preference.

6. Program alignment:

At this point our programs are in alignment with parents' program selection requests. Parents' preferences are monitored on an annual and ongoing basis starting from the date of K students' first enrollment.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	300	Newcomers (ELLs receiving service 0-3 years)	217	Special Education	43
SIFE	7	ELLs receiving service 4-6 years	74	Long-Term (completed 6 years)	9

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	217	8	22	74	2	16	9		5	300
Total	217	8	22	74	2	16	9	0	5	300

Number of ELLs in a TBE program who are in alternate placement:

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													0
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	0													0
Yiddish	0													0
Other	0													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	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	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	
	ELL	EP	ELL	EP																
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	47	34	26	21	19	13	26	14	14					214
Chinese			1				1							2
Russian														0
Bengali	9	8	3		4	4	2	3	2					35
Urdu	3	1		2		2	1							9
Arabic	1	1	1	1	1			2						7
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian	3	4	4	3	1	2	2	1						20
Other	3	1	1	1		1	2	2	1					12
TOTAL	66	49	36	28	25	22	34	23	17	0	0	0	0	300

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.

Paste response to questions 1-4 here

Part IV

A: Programming and Scheduling Information

1a.

- Program Model: ESL Self Contained

We have established 1 self-contained heterogeneously grouped ESL class at each grade level K to 6th grade with dual certified teachers K-6. We have two out of classroom certified ESL teachers who support grade bands (K-4), Ms. Riefer and (5-8) Ms. Jasinski. These ESL specialists push in K-4 and push in to 5th to 8th grade to provide support as much as possible during the 90 minute literacy block. 7th and 8th grade ELLs are supported in their literacy classes, as well as, in some math, science, and social studies classes.

Students in grades K to 6 receive instruction through ESL methodologies from a licensed ESL teacher in their self-contained classes. In this way, we are assured that our students at all levels of proficiency are receiving the required periods of ESL instruction on a daily basis. Guided native language instruction is provided in Spanish, in Bengali, and or in Albanian by teachers and or educational assistants who are native speakers of these languages.

7th and 8th grade ELLs are served during the literacy period, as well as, in the content area periods, math, science, social studies, in order to support ELL students at different levels of English proficiency. Students are grouped according to English proficiency levels in order to ensure that beginner and intermediate level students are grouped so as to ensure that they are receiving the required 360 minutes of ESL support services. Similarly, Advanced levels are grouped in order to ensure that they are provided 180 minutes of support services in their content area classes. ESL services for students in Special Education who have ESL services mandated as part of their IEPs are called in for start dates as required and attendance of service minutes is kept up to date by the ESL teachers providing the services.

1. How instruction is delivered:

P.S. M.S. 20 has established self-contained ESL classes in grades K to 6. In grades 7 and 8 due to students' departmentalized schedules; one ESL teacher has been hired to serve ELL students in 7th and in 8th grades by providing blocks of ESL literacy and by pushing into content area classes to support groups of ELLs. Altogether we have hired 9 fully licensed and certified ESL teachers to serve our population of 300 ELLs. Recent arrivals, as well as, SIFE receive additional ESL support in small groups provided by our out of classroom ESL teachers. 2 out of the 9 ESL teachers are out of our self-contained ESL classrooms. These ESL teachers provide ELL students with support by either pushing in to help students with content being presented, pulling out and reinforcing and/or addressing areas of identified needs, and by providing additional supports according to the ELL students' needs in terms of English language proficiency level.

1. Organization of Staff to Ensure Instructional Minutes:

ESL classes are organized as self-contained classes from K-6th grades. Through our Trophies balanced literacy program students are engaged in ELA, word study, listening, reading, and writing activities on a daily basis for a minimum of 120 minutes. Genre writing activities are integrated in content area instruction for an additional 90 minutes. All other content areas within our self contained ESL classes K-6th are taught using ESL methods by our certified ESL teachers in order to more than comply with the mandated ESL minutes required for each language proficiency level on a given weekly basis. 7th and 8th grade ELLs are served by our out of classroom ESL teacher by providing 15 targeted ESL literacy periods and by pushing into into some content area classes for 15 periods. Particular attention is paid to the proficiency levels of our 7th and 8th grade ELLs due to their departmentalized schedules. Ms. Jansinski, our ESL 7th and 8th grade certified ESL specialist, creates a schedule in line with the needs for the number of minutes of instruction needed by each of the proficiency levels. Ms. Jasinski provides at minimum one period of ESL literacy on a daily basis to all 7th and 8th grade ELLs according to the master program schedule. Double period of ESL literacy are provided on alternate days for 7th and 8th grade. All other periods, except for her lunch period and her prep period, Ms. Jasinski pushes in to their content areas classes in order to ensure that the content areas are comprehensible to our ELL students at different proficiency levels. 15 periods are part of the master program schedule. 5 periods are for lunch. 5 periods are prep periods. 15 periods of content area push in support.

2. How content areas are delivered:

Content area classes are delivered using ESL based teaching and learning strategies, use of visuals, hands on activities, workshop model, and cooperative learning to promote positive interdependence, simplified English, paraphrasing, scaffolded language and content learning activities, leveled libraries, high interest lower difficulty texts, picture books, bilingual dictionaries and glossaries, different grouping structures, pairings, peer and buddy learning and assessment systems for social interaction, language learning, and content reinforcement.

3. How we differentiate instruction for ELL subgroups:

a. There are 7 students at our school currently identified as SIFE. These students are encouraged to participate in the extended day program, as well as, the ESL after school program. ESL teachers target these students for small group instruction within their self contained classes and provide them with some one on one instruction time during the day. Rosetta Stone internet based log ins are provided so that these students can work both during the school day and at home on their English language, vocabulary and English language basics.

b. Similarly ESL students, new comers, are targeted for small group instruction within their self -contained classes. Differentiated lessons are adapted to address the needs of these students in terms of their proficiency levels in English with some guided native language instructed provided whenever possible by the classroom teachers. We have also purchased the Newcomers Program by Harcourt that will address students' needs not so much by grade level but by language proficiency level in their second language.

c. For ELLs of 4 to 6 years we have designed an enrichment program that is focused on experiential learning and writing. Students and their parents are engaged in field trips to museums, the Zoo, and the Bronx Botanical Garden in order to develop experiential based background knowledge to enhance vocabulary and support writing development during the school day. During the school day teachers focus on developing content area reading strategies, higher order thinking skills, task specific assessments, varied participation techniques, and scaffolding of language and content learning strategies.

d. ELL students beyond 6 years are also invited to participate in our interdisciplinary writing program and are provided with additional test prep materials specifically for the NYSESLAT. At risk SETTS may be provided. Targeted instruction includes NYSESLAT formats.

e. Additional materials include but are not limited to the following: Depending on the grade and on the proficiency level needs of students-

- The New York Empire State NYSESLAT Finish Line for ELLs: English Proficiency (Continental Press)
- Content Connections-Social Studies/Science (Benchmark Education)
- Into English
- Imagine Learning Technology Program
- Rosetta Stone Language Immersion Program

f. ELL students with special needs are provided services as per their IEP criteria. Our out of classroom ESL teachers push in to the Special Education classes to provide these students with ESL services.

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

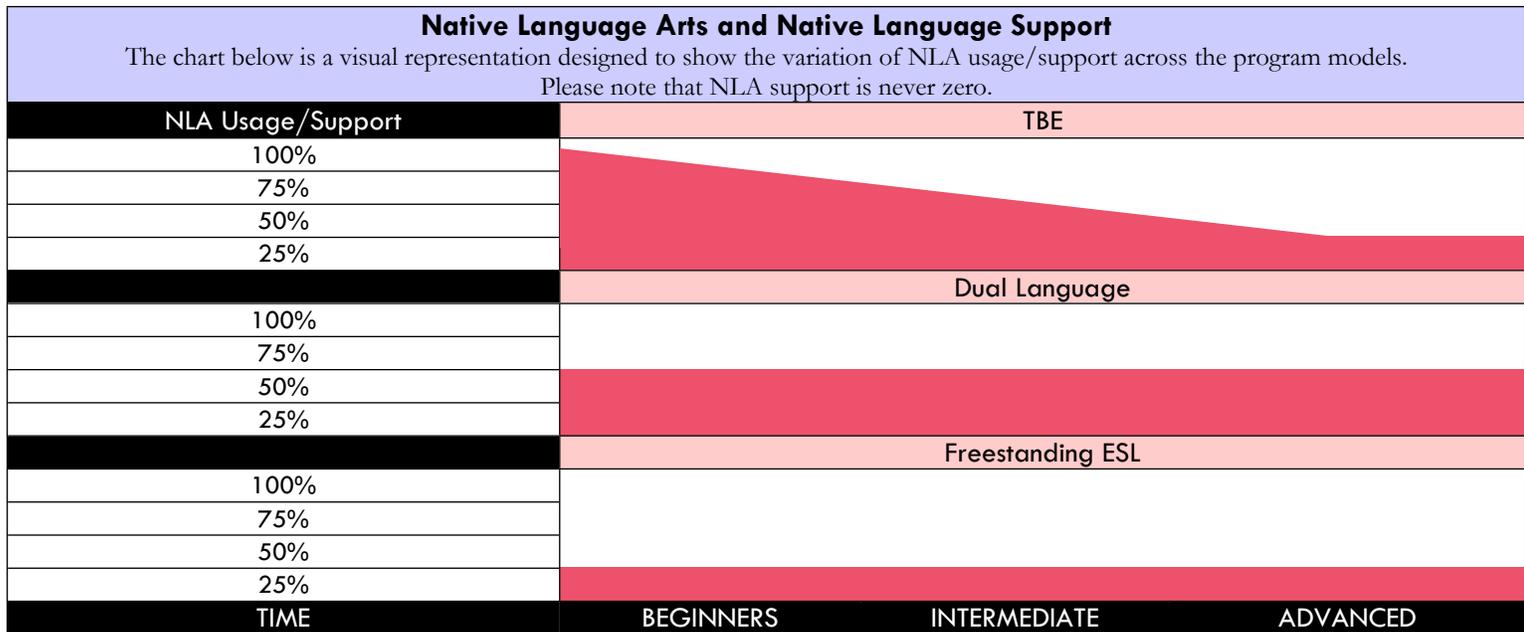
Beginning

Intermediate

Advanced

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here:

5 Targeted intervention programs for ELLs ELA, Math, and other content areas: Teachers administer benchmark assessment and formative assessments every 4 to 5 weeks. Teachers analyze data results for areas of needed improvement. Teachers form target groups for specific skills that need to be improved upon and focus on re-teaching and on progress monitoring in literacy and in math. Content areas, Social Studies and Science are similarly addressed.

6 Plan for continuing transitional support:

For the most part, if at all possible and with parent's permission, we maintain our proficient students in self contained ESL classes for 1 year beyond their passing the NYSESLAT if class size permits. ELLs who are transitioned to general education classes are closely monitored and are supported through target group and small group differentiated instruction by their classroom teachers and by the push in ESL teachers.

7 New Programs: None at this time.

8 Programs we will discontinue: None at this time.

9 Equal Access to programs:

All ELLs are eligible and entitled to participate in our self contained ESL program. ELLs with additional needs are invited to attend both the extended day program from 2:20 pm to 3 pm and our enrichment after school program, from 3pm to 4pm on Tuesdays, Wednesdays, and Thursdays with some scheduled field trips on Saturdays to help build background knowledge based on concrete experiences. Additional sessions are scheduled on Saturdays for ELLs who are recent arrivals. These students are engaged in intensive English language development using Rosetta Stone and other English language arts development software on Saturdays from 9am to 11:30am. In addition, all ELLs and their parents are provided with access to Rosetta Stone from their home computers in order to encourage and support English language development by the students and by their parents. Our self contained ESL programs and our extended day programs are supported by Tax Levy. Our Enrichment program including our Saturday intensive English for recent arrivals is from Title III. Our software supports (Rosetta Stone and other Language arts software) are taken from separate schoolwide technology funds earmarked to support the needs of all learners including ELLs.

10. Instructional Materials: The focus of our content materials purchases have been materials that are interdisciplinary and that support academic vocabulary development with many pictures and graphic representations of important content and concepts.

- ELLs are provided with all of the same materials as our general education students, Trophies (balanced literacy anthology), Everyday Mathematics, Social Studies, and Science textbooks. In addition our ESL self contained classes enhance their learning environments with: Trophies (an anthology) for ELLs, Harcourt Into English, Highpoint, Rosetta Stone, The New York Empire State NYSESLAT Finish Line for

ELLs: English Proficiency (Continental Press)

- Content Connections-Social Studies/Science (Benchmark Education)
- Imagine Learning Technology Program
- Newcomers Program by Harcourt
- Leveled libraries, bilingual dictionaries and glossaries, thesauruses

Technology used to support ELLs language development includes Rosetta Stone and listening centers in each ESL classroom. Listening centers are used mostly in class during center or station times. Rosetta Stone is also available on our computers and in our computer lab. Rosetta Stone access is made available to all ELLs and to their parents in order to encourage and to support English language development in their homes. Rosetta Stone is used during the day for our recent arrivals in the computer lab and on Saturdays during our intensive English language program.

11. Native Language Support:

We have hired teachers and or educational assistants who are speakers of Bengali, Albanian, and Spanish. Students receive guided native language instruction within our ESL program. Native language materials are used as forms of enrichment and as language and content learning resources.

12. Resources correspond to age and grade levels:

Each of our ESL self contained classes is provided with grade level and age appropriate materials: These include Trophies (Harcourt) Literacy program for ELLs, Into English, Highpoint, depending on the age and grade level.

13. Description of activities to assist newly enrolled ELL students:

Most of our newly enrolled students are K students. Starting in March of the previous school year newly identified ELLs are administered basic literacy assessment as well as a battery of physical assessments by our OT PT specialists. Parents are provided with information as to what students should know and be able to do before they enter school in September. They are also provided with guidance as to the types of instructional concersations that they should be having with their children in order to best prepare them for K. Parents are encouraged to enroll their children in Head Start and are provided with information regarding local Head Start and other preschool programs.

14. None at this time.

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.

Paste response to questions 1-3 here

PS/MS 20 Professional Development Overview: 2010-2011

PS/MS 20, a Pre-K through 8 Professional Development School, continues to assess, reflect upon, reinforce, refine, and expand upon job embedded professional development opportunities to reflect the talents, strengths, and needs of a professional staff. Our ultimate goal is to improve instructional practice, which leads to improved instructional outcomes for all of our students with particular attention to our ELLs and our students with IEPs. Our professional work is increasingly data driven, is always mindful of the students as learners in order to address the needs of our students as a "whole child".

A our job embedded professional development plan allows us to develop a framework for implementing the New Common Core Standards, to strategize our planning to include a short term and long term timeline, and to increase our commitment to job-embedded learning with additional specific opportunities for teacher-to-teacher PD. Collaborative working sessions will be guided by and include: curriculum revision and implementation in all content areas, a focus on data collection and analysis at all grade levels, and the development of criteria for peer work and presentations.

Our PD plan is a result of our work with the NYC DOE Quality Review school wide assessment, and the continuation and extension of Committee work from the CORE Retreats ("CORE" represents the values and mission of PS/MS 20 as defined and refined in the last four years). Therefore, our 2010-2011 PD plans are multifaceted, and contain continuing elements, as well as, new elements.

Continuing elements include:

- A new CCSS Implementation Timeline that will include multiple grade and vertical professional development sessions in order to prepare ELL students for the 2014 state testing timeline.
- Standards- based curriculum development and review, in which teaching staff review and refine, or re-write existing curricula based upon student strengths and the needs of our ELLs and our students with IEPs as reflected in student work, test results, teacher

observations.

- Monthly Instructional Plans per unit of work are updated to reflect goals for year, as well as, to extend practices and learning activities that foster ELL students' engagement and reflect best practices for teaching ELLs. Instructional plans are maintained by teachers in support of lesson plan development.
- Rubrics per performance tasks are refined to develop rigor and student independence taking into account the different language proficiency levels of ELLs. Feedback has been redesigned to develop student engagement and enable concrete academic goal setting.
- Portfolio process is assessed and refined to show English language growth from grade to grade for each student ELL student as they develop their English language proficiency in reading and writing English.
- Looking at student work continues, focusing on both test data and performance products, with teachers engaging in specific data assessment from test data (both outside and teacher/ school developed tests), and the use of standards –based protocols for looking at student work. Teachers develop instructional goals based upon assessment data, and students are engaged in goal- setting activities and in instruction reflecting their direct understanding of assessment results.
- Buddies/ Critical Friends: Teachers are in self- selected learning buddies. Specific protocols are being developed to guide staff in this peer to peer PD experience. Focus: assessment of planning and the delivery of instruction for our general education students with particular attention to our ELLs and to our students with IEPs.
- 21st Century Observation engages teachers in designing tasks that reflect their areas of professional interest and development, including units of study, specific curriculum and learning/performance tasks, films, studies of student progress matched to instruction, data driven approaches, and learning strategies for ELLs and students with IEPs.
- ESL Specialists as Teacher Leaders will continue to develop their roles and expertise as grade level instructional leaders, demonstrate job-embedded learning, and work to develop school wide or grade specific initiatives with their colleagues to better address the needs of ELLs and students with IEPs.
- Supervisors and peer staff members will continue to use various modes to coach teachers, including observations of different types, conferences, goal-setting meetings for professional staff, professional development trainings, administrative common preps, dissemination of Quality Review work, and extension of school initiatives, such as surveys for students, staff and parents of ELLs which inform PD.
- Scheduled inter-visitations will continue as a way for teachers to model specific strategies for groups of peers who then confer on what they saw and put in place these strategies in their own classrooms. Protocols used for intervisitations will continue to be developed to deepen the work we do in order to better address the needs of our ELL students.
- Instructional Plans developed in the spring of the previous year will be implemented to allow for greater time in instructional and data conversations and professional activities.
- ESL teachers will be engaged in DYO (Design Your Own) assessments for developing benchmark tests (baseline-i.e. predictive, interim),collecting, accessing and analyzing the data, designing benchmark (predictive), interim and classroom tests, as well as, student specific feedback and follow-up tasks based on ELLs data.
- Quality Review understandings and results, in reference to both the school as whole and individual professionals, will be integrated into all professional development as a foundation for assessment and next steps in meeting the needs of ELLs.
- Staff members will continue to maintain a professional binder that includes school wide initiatives, individual 2010-11 goal setting plans, 21st Century observation goals, and additional communications that expand job embedded professional development activities.
- September to June – Mondays- 2:20 to 3pm - Grade Level ESL Specialists and Common Branch Teachers- Professional Development sessions.

Job Embedded Professional Development –

Date	Times	Targeted Audience
Sept. 7 th	8am to 3pm	All Day Professional Development for Staff
Nov. 2 nd	8am to 3pm	All Day Professional Development for Staff
June 9 th	8am to 12 pm	Half Day Professional Development for Staff
Sept. to June		
Mondays - 8am to 8:50		
8th Grade- ESL Specialist and Content Area Teachers Common Prep		
Sept. to June		
Mondays – 12:05 to 12:55		
3rd Grade – ESL Specialist and Content Area Teachers and 1 Special Ed. Teacher		
Sept. to June	Tuesdays- 11:15 am to 12:05	5th Grade- ESL Specialist and Common Branch Teachers Common Prep
Sept. to June	Wed. 11:15 to 12:05	K – ESL Specialist and Common Branch Teachers

Sept. to June	Wed. 11:15 to 12:05	6th Grade- ESL Specialist and Common Branch Teachers
Sept. to June	Wed. 11:15 to 12:05	7th Grade – ESL Specialist and Common Branch Teachers
Sept. to June	Thursday 12:05 – 12:55	1st Grade – ESL Specialist and Common Branch Teachers and 1 Special Ed. Teacher
Sept. to June	Fridays 11:15 – 12:05	4th Grade – ESL Specialist and Common Branch Teachers
Sept. to June	Fridays 11:15 to 12:05	2nd Grade – ESL Specialist and Common Branch Teachers
Sept. to June	Mondays 2:20 to 3pm	ESL Specialists and Common Branch Teachers K-8 in grade levels.
Sept. to June	2nd Tuesdays of each month	ESL Specialists and Common Branch Teachers in grade bands K-2, 3-4, 5-6, 7-8.

Professional Development and Support for School Staff: Mr. Flores A.P. is certified in bilingual bicultural education and provides workshops and other information for our three other A.Ps on a weekly basis during the supervisors' meetings in terms of updates and especially in terms of addressing issues related to the teaching and learning of ELL students. Our ESL teachers meet both as ESL specialists for professional development, as well as, with their grade level common branch, and in some grades their special education, team members during job embedded professional development on schoolwide initiatives such as differentiated teaching in learning, formative assessments, and data analysis in order to address how these impact ELLs in terms of their learning needs. During weekly common prep meetings the instructional needs of ELLs are addressed and strategies are shared by ESL teachers at every grade level with their common branch colleagues and with content area specialists in our middle school grades. Guidance counselors, school psychologists, occupational therapists, speech therapists, secretaries, and the parent coordinator are involved in professional develop to familiarize them with the needs of ELLs during all day professional sessions in September, November, and in June. Mr. Flores, A.P. in charge of the ESL program, attends monthly professional development sessions provided by our ELL network specialists. Mr. Flores then turnkeys current topics to ESL specialists through on line communications or through professional development sessions specifically designed for the ESL team. (See attachment for overview and calendar of PD events)

1. ESL teachers are provided with professional development in the following areas:

- Understanding the NYSESLAT: Focusing on Writing Exemplars and Test Format at each grade level.
- Using Formative Assessment to Differentiate Instruction

All staff member are provided with workshops on Differentiating Teaching and Learning. The needs of ELLs and of students with IEPs are embedded and discussed in all professional development sessions K -8".

2. We are a K to 8 school. Our ESL teachers in K-6 are self -contained. Starting in 6th grade we slowly begin introducing our ELL students to content area specialists in order to scaffold their transition to 7th and 8th grades. In this way ELLs are supported in transitioning to middle school grades in 7 and 8 and will have a better transition to content area specialists.

3. 7.5 Jose P. training for other staff members.

7.5 hours of Jose P. training is scheduled annually for new teachers and is part of our new teachers training cohort work.

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?

Paste response to questions 1-4 here

Parent Involvement:

1. Parents are invited to attend orientation meetings, curriculum night, parent teacher conferences, and parent workshops on how to help students with homework. In addition, parents of ELLs are invited to attend field trips with ELL students as part of our enrichment and interdisciplinary writing program. Finally, we will redouble our efforts to invite parents in during the instructional day to observe their children's' classes and to participate in interactive learning activities.

2. CBO partnerships

Our school has a partnership with the Mosholu Community Center. This CBO provides parents of ELLs with childcare until 6pm. In addition, this CBO engages students in arts, activities, and provides homework help in English and in native language. Evaluation of parent needs:

Every year surveys are conducted to assess parents' needs and expectations and program preferences.

3. How our parental involvement activities address parent needs:

Our parent involvement activities address parents' needs in the following ways:

- Referrals to mental health clinics and other social service agencies.
- Adult classes from 6pm to 9pm on Tuesdays and Thursdays for GED and ESL.

- Parent workshops on academic standards, grade level expectations, and homework help.
- Referrals to mental health clinics and other social service agencies.

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)	18	18	8	4	3	6	9	7	6					79
Intermediate(I)	12	21	5	8	4	4	3	8	7					72
Advanced (A)	36	10	23	16	18	13	21	8	4					149
Total	66	49	36	28	25	23	33	23	17	0	0	0	0	300

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	1										
	I	6	9	2	0	2	0	3	3	3				
	A	0	19	22	8	5	11	14	12	8				
	P	1	11	7	18	15	6	10	3	4				
READING/ WRITING	B	6	9	4	2	0	0	3	2	4				
	I	1	18	5	8	4	4	3	7	7				
	A	5	5	12	16	16	10	18	7	4				
	P	0	8	11	0	2	3	3	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	9	9	0	25
4	1	11	5	0	17
5	10	13	3	0	26
6	12	7	3	0	22
7	7	8	0	0	15
8	14	11	0	0	25
NYSAA Bilingual Spe Ed	0	0	3	11	14

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		12		8		2		26
4	3		12		3		2		20
5	7		17		6		2		32
6	8		13		3		0		24
7	5		9		1		0		15
8	4		13		10		0		27
NYSAA Bilingual Spe Ed	1		0		5		8		14

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		8		9		2		19
8	10		11		3		0		24
NYSAA Bilingual Spe Ed							6		6

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8		3		16		1		28
8	21		3		1		0		25
NYSAA Bilingual Spe Ed	1						10		11

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				

New York State Regents Exam

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

Native Language Tests

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

Paste response to questions 1-6 here

B. Upon reviewing and analyzing the assessment data:

1. What is revealed by the data patterns: All K students are administered Dibels as an early literacy skills assessment. Dibels data show that our ELLs in K and 1 are significantly challenged to meet the end of K benchmarks which have to do mostly with letter recognition and letter sound relationships. Additional, ESL push in support is provided in these grades in order to address this challenge. In addition, our lower school out of classroom ESL teacher pushes in to our 1st grade class last period of every day and stays to work with a group of students during extended day Tuesdays through Thursdays.

2. In the NYSESLAT students score at the advanced level in listening and speaking starting in the 1st grade and at the advanced level in

order to successfully answer questions. Will place instructional emphasis on the thinking required behind the different questions in each of the 4 modalities. In this way focusing not only on the criteria included in a good response but more so what the thinking process is behind the formulation of a good response that makes sense.

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		