



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DRAFT

SCHOOL NAME: THE CLINTON HILL SCHOOL / PS 20

DBN : 13K020

PRINCIPAL: LENA BARBERA **EMAIL:** LBARBERA@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lena Barbera	*Principal or Designee	<i>Pending Review</i>
Winsome Richards	*UFT Chapter Leader or Designee	<i>Pending Review</i>
Ayana Blaze	*PA/PTA President or Designated Co-President	<i>Pending Review</i>
	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	
Bridget Babel	Member/ parent	<i>Pending Review</i>
Lavina Dixon	Member/ staff	<i>Pending Review</i>
Jont Enroth	Member/parent	<i>Pending Review</i>
Marcel Lashley	Member/staff	<i>Pending Review</i>
Vacilla Caldera	Member/parent	<i>Pending Review</i>
Valarie McIntosh	Member/	<i>Pending Review</i>
Shola Tella	Member/	<i>Pending Review</i>

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1 *Subject to revision*

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve upon and refine the process of gathering and analyzing data at the classroom level. In order to increase achievement in reading and math through data based differentiated lesson planning and differentiated instructional practices. By June 2012 100% of classroom teachers will submit benchmark assessment data across all contact area subjects at 8 week intervals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A comprehensive review of the school's educational program was conducted by the Instructional Cabinet Team. The Team reviewed all available quantitative and qualitative data. Student performance trends and indicators of progress from the New York State Education Department and New York City Department of Education accountability and assessment resources were used to determine strengths, challenges and performance trends during the 2010–2011 academic school year. In addition teaching practice, planning delivery of instruction was observed to determine teacher effectiveness as it relates to individual student needs, achievement and performance. Although our 2010-2011 Progress Report indicates gains, we discovered that deeper more detailed analysis, of data (student by student and by sub groups, of performance on last year's NYS ELA exam paired with current interim assessment data is needed at the classroom level increase performance levels of all students .

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) *Teachers use a comprehensive formative assessment system to continually revise, adjust and refine instructional decisions and to monitor the effectiveness of core instruction to all students.*
 - b) *Provide high quality job- imbedded professional development on(Webb's Depth of Knowledge DOK; Universal Design for Learning UDL , Danielson Framework for Teacher Effectiveness, and Common Core Shifts.*
 - c) *Common interim bench mark assessments are used across grade levels and analyzed in collaborative inquiry teams.*
 - d) *Assessment data is collected and reviewed by instructional cabinet team according to a pre determined calendar.*
 - e) *Teachers plan and develop differentiated lessons based surfaced gaps revealed through analysis assessment data and student work samples.*
 - f) *Build a shared knowledge of researched based best practices for differentiation*
 - g) *Network support staff, academic coach, instructional support administrator provide PD, timely feedback, and accountability.*
 - h) *Collaborative inquiry teams, share data based findings, and best instructional practices.*
 - i) *timeline for implementation September 2011-June 2012*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We believe that parents are the primary educators of their children. Parental involvement in the school community has a direct

and positive impact on student achievement.

- *provide assistance to parents in understanding City, State and Federal standards and assessments;*
- *share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;*
- *provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - a) Offer high-quality, ongoing professional development*
 - b) include teachers in decisions regarding the use of academic assessments;*
 - c) Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and*
 - d) Coordinate and integrate Federal, State and local services and programs.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Nutrition Programs: Cookshop, Think Breakfast
I zone; Compass Learning , Time to Know
Brooklyn College- science, Pratt institute –art
Connect with Kids –anti bullying program
Play works
Inter borough psychiatric

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Assessment pro TL Fair Student Funding

Parent Coordinator: TL Parent Coordinator Funding

Parent Involvement: Title I SWP

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2 *Subject to revision*

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Improve reading proficiency and achievement across grades: pre K through grade 5 through effective data analysis practices.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A comprehensive review of the school's educational program was conducted by the Instructional Cabinet Team. The Team reviewed all available quantitative and qualitative data. Student performance trends and indicators of progress from the New York State Education Department and New York City Department of Education accountability and assessment resources were used to determine strengths, challenges and performance trends during the 2010–2011 academic school year. In addition teaching practice, planning delivery of instruction was observed to determine teacher effectiveness as it relates to individual student needs, achievement and performance.

Although our 2010-2011 Progress Report indicates gains, we discovered that deeper more detailed analysis, of data (student by student and by sub groups, of performance on last year's NYS ELA exam paired with current interim assessment data is needed at the classroom level increase performance levels of all students .

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- *Teachers will set goals and expectations for their students and benchmarks for assessing such goals by Nov. 30, 2010, to promote critical thinking and deeper questioning (interpretive), and improve students' writing.*
- *A pacing calendar for benchmark assessments will be created.*
- *Inquiry/Teacher teams for action research will be established.*
- *Establish norms and tools for monitoring the progress and performance.*
- *Implement units of study (T.C.) using all the structures of Balanced Literacy.*
- *Create cohorts of students for strategy and guided reading lessons.*
- *Use the skill of the week especially in the content area.*
- *Teachers and students deepen questioning techniques within all classroom structures.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;*
 - *providing assistance to parents in understanding City, State and Federal standards and assessments;*
 - *sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;*

- *providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;*
- *providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;*
- *fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - a) *Offer high-quality, ongoing professional development;*
 - b) *include teachers in decisions regarding the use of academic assessments;*
 - c) *Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and*
 - d) *Coordinate and integrate Federal, State and local services and programs.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Nutrition Programs: Cookshop, Think Breakfast
 - I zone; Compass Learning , Time to Know
 - Brooklyn College- science, Pratt institute –art
 - Connect with Kids –anti bullying program
 - Play works
 - Inter borough psychiatric

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Assessment pro TL Fair Student Funding*
 - Parent Coordinator: TL Parent Coordinator Funding*
 - Parent Involvement: Title I SWP*
 - Professional development workshops will be provided for the staff. Every grade will participate in common planning time, at least three per week.*

During inquiry team sessions, teachers will reevaluate the needs of their students and across two grade levels. In addition, each grade has three to four common planning prep periods per week. During these common preps, teachers will have the opportunity to meet with the math curriculum leader and fellow colleagues, in order to examine student data and plan for instruction. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3 *Subject to revision*

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To provide more frequent, comprehensive communications on student progress to families. By June 2011. 100% of families will have received progress report at 6 week intervals through the school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A comprehensive review of the school's educational program was conducted by the Instructional Cabinet Team. The Team reviewed all available quantitative and qualitative data. Student performance trends and indicators of progress from the New York State Education Department and New York City Department of Education accountability and assessment resources were used to determine strengths, challenges and performance trends during the 2010 –2011 academic school year. The school Environment survey revealed a need to communicate student progress more frequently and more comprehensively.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Each grade level team will develop a standards based progress report template by September 30 that covers assessment areas in Reading, Writing, Math, Personal Social Growth and Attendance*
 - b) First progress report distributed by week of October 10*
 - c) Teachers will participate in PD sessions to aid in the development of an evidence based comprehensive narrative report by October 30.*
 - d) Teachers receive sample narrative templates as a guide.*
 - e) Teachers engage in peer editing sessions to engage in a dialog, provide support for one another and ensure that all writing is free of error.*
 - f) Each grade level team will affix Social Studies, Science, Communication sections to the previously developed standards based progress report template by November 30.*
 - g) Teachers will continue modifying their narrative reporting writing skills via support from administration and grade level colleagues.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;*
 - *providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;*
 - *fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;*

- *providing assistance to parents in understanding City, State and Federal standards and assessments;*
- *sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;*
- *providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- e) Offer high-quality, ongoing professional development;*
- f) include teachers in decisions regarding the use of academic assessments;*
- g) Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance; and*
- h) Coordinate and integrate Federal, State and local services and programs.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

*Nutrition Programs: Cookshop, Think Breakfast
I zone; Compass Learning , Time to Know
Brooklyn College- science, Pratt institute –art
Connect with Kids –anti bullying program
Play works
Inter borough psychiatric*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Assessment pro TL Fair Student Funding

Parent Coordinator: TL Parent Coordinator Funding

Parent Involvement: Title I SWP

Professional development workshops will be provided for the staff. Every grade will participate in common planning time, at least three per week. During inquiry team sessions, teachers will reevaluate the needs of their students and across two grade levels. In addition, each grade has three to four common planning prep periods per week. During these common preps, teachers will have the opportunity to meet with the math curriculum

leader and fellow colleagues, in order to examine student data and plan for instruction. The common preps are also a time in which teachers can discuss the progress of the class and the entire grade.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	0
1	20	20	N/A	N/A	7	0	1	5
2	20	20	N/A	N/A	7	0	2	6
3	20	20	N/A	N/A	8	0	1	2
4	20	20	10		5	0	0	3
5	20	20			12	0	3	7
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>AIS services are provided as follows: During the school day: Support for Words Their Way, TC Literacy Curriculum, Wilson Push-in model/one-to-one and/or small group / exchange instruction instruction Extended day (before school): Wilson Words Their Way, Reading Conferences via one-to-one and/or small group instruction Targeted Saturday Test Prep contingent upon budget: small group instruction</p>
Mathematics	<p>AIS services are provided as follows: During the school day: Support development of math concepts with a focus on Number sense and computation using push-in model/one-to-one and /or small group instruction Extended day (before school): common core library and/or small group instruction Targeted Saturday Test Prep contingent upon budget /small group</p>
Science	<p>Providing services for students who were identified as at-risk in science. 4, and 5th graders who deemed at-risk based on beginning of the year assessments. Content and skills are infused through non-fiction guided reading literacy units; Scholastic Guided Reading Program, Content Areas, as well as hands on experiences based on the standards.</p>
Social Studies	<p>Providing services for students who were identified as at-risk in Social Studies. ,4 and 5th graders who deemed at-risk based on beginning of the year assessments. Content and skills are infused through non-fiction literacy units. Scholastic Guided Reading Program, a well as experiences based on the standards.</p>
At-risk Services provided by the Guidance Counselor	<p>Provides intervention for students at academic risk due to social, behavioral or non-academic factors. Small groups focus on; anger management, bereavement, girls group, support for peer related and domestic issues that impact on the students daily functioning. Supports teachers in the development of behavior management plans.</p>
At-risk Services provided by the School Psychologist	<p>Provides intervention for students at academic risk due to social, behavioral or non-academic factors. Performs informal assessment and observations for students at risk. Supports teachers in the development of behavior management plans.</p>

At-risk Services provided by the Social Worker	Provides intervention for students at academic risk due to social, behavioral or non-academic factors. Push-in; performs informal assessment and observations for students at-risk. Supports teachers in the development of behavior management plans.
At-risk Health-related Services	Provides intervention /education for students with asthma. Pushes into classrooms and provides lessons on dental hygiene, nutrition and general health. Provides instruction for upper grade students in the area of physical development and puberty. Nutrition and obesity education sessions for select students

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz	District 13	Borough Brooklyn	School Number 020
School Name The Clinton Hill School			

B. Language Allocation Policy Team Composition

Principal Lena Barbera	Assistant Principal Helene Fiorentino
Coach Winsome Richards-Math	Coach NA
ESL Teacher Sheilah Quinn	Guidance Counselor Deborah De Shong
Teacher/Subject Area Arlene McMennomen/Common Branc	Parent Margarita Rivera
Teacher/Subject Area Jaqueline Simmons	Parent Coordinator Karen Colon
Related Service Provider Stuart Morin	Other type here
Network Leader Margarita Nell	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	325	Total Number of ELLs	14	ELLs as share of total student population (%)	4.31%
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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. 

*THIS IS A DRAFT FOR 2011-12

Teacher Qualifications

PS 20, The Clinton Hill School has a highly professional and qualified staff servicing the ELL population consisting of permanent licensed Common Branch, Elementary Education teachers and one permanent, dually certified ESL/Secondary English teacher who are committed to ensuring that ELLs receive instruction and mandates from fully certified school staff for the 2011-2012 academic year.

School Demographics

PS 20, The Clinton Hill School, is located in the heart of The Clinton Hill community section of Brooklyn, New York. Of the 325 student population, there are fourteen English Language Learners, making the population of ELLs 4.31% of the school. English is the predominant language of the building however, other native languages represented are: Spanish, French, Arabic and Bengali. In kindergarten there are three newcomers, two Beginners and one at the Advanced level. In grade one; there are three ELLs, two Beginners and one Advanced who is Proficient in Listening/Speaking. In grade two there are also three ELLs, one Intermediate and two Advanced. Currently there are three ELLs which two are Intermediate while the other Advanced but all Proficient in Listening/Speaking. In grade four we have no English Language Learners at this time. There is one fifth grade ELL with six years of service at the Advanced level in the four modalities. The breakdown of student population at PS 20 eligible for free and reduced lunch is: 193 students eat free, 23 eat at a reduced price, while 80 students of the 325 pay full price, indicating that many of our students range from low socio-economic to middle –class backgrounds.

Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. The trend at PS 20 regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The pedagogue who knows ELL students in our building is Sheilah M. Quinn, ESL teacher. Within ten days of registration the HLIS survey is distributed to parents to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts an informal oral parent interview. At this time, parents are given a "preferred language" survey for written/oral language. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification subsequently, the child is enrolled in the appropriate program within ten days. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence via appropriate letters downloaded from DOE website.

Because it is PS 20's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education, the ELL pedagogue, in conjunction with the parent coordinator, Ms. Colon

then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents are afforded the opportunity to ask questions and receive clarification on their child's educational options and rights. When the parent completes the selection form the school conforms to the parental choice selections, when applicable. The parent choice survey and selection form is filed with the ESL teacher and she inputs the choice code into ATS. When a parent does not return the Program Choice documentation, the default is Bilingual. Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by PS 20 fluent in languages of French and Spanish. If translation cannot be accomplished through an employee of PS 20, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. PS 20 makes use of The School Allocation Memorandum # 75 to cover local interpretation needs. ELL students annually take the NYSESLAT test in the Spring to determine ELL status. The four modalities are taken on the scheduled dates mandated through the NYC Board of Education Assessment Calendar. The Testing Coordinator determines the licensed pedagogue to administer the Listening, Speaking, Reading and Writing modalities. The results of The NYSESLAT determine their service eligibility, State and Citywide testing accommodations, and level of English proficiency for the next academic school year.

Currently, there is no bilingual program at PS 20 due to the enrollment and population. Ongoing correspondence between PS 20 and ELL parents on assessment and accountability occurs through: memorandums, the school calendar, phone calls, parent conferences, P.T.A. meetings, emails, open school night, assemblies, school-wide events, professional development, clerical days, parent bulletin boards, and June Planning.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	13	0	4	1	0	0	0	0	0	14
Total	13	0	4	1	0	0	0	0	0	14

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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	1	2	4	1	0	1								9
Chinese														0
Russian														0
Bengali	1			1										2
Urdu														0
Arabic	1			1										2
Haitian														0
French		1												1
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	3	4	3	0	1	0	14						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Current English Language Learners Instructional Program

PS 20 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years of their enrollment in the system and enable them to write using academic language within those five years, (the average time-frame for an English Language Learner). Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content subject areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher whereby she groups the ELLs based on grade level and supports students across the content areas of instruction with scaffolds and by means of differentiated instructional practices and lessons to meet the individual needs of the ELL population. The ESL teacher provides instruction at PS 20 two days a week. Students are scheduled around their mandated arts and physical education classes. Students at PS 20 have to be scheduled and heterogeneously grouped by grade/age, but according to proficiency levels to meet the mandates. The ESL Teacher works as closely as she can with the classroom teachers during common planning/lunch times to provide Advanced students with 180 minutes of ELA instruction and 180 mandated minutes of ESL in the two days the ESL teacher is in the building.

A. Programming and Scheduling Information

Freestanding English as a Second Language Program

The instructional program at PS 20 is a freestanding ESL program with instruction given solely in English. The program is comprised of fourteen students at the Beginner to Advanced levels. There are thirteen newcomers (K-three, 1-three, 2-four, 3-three). The one other ELL is in grade five and has 4-6 years of service. Currently, there are no SIFE students nor long term ELLs. The breakdown of students is as follows: 3 kindergarteners, each with one year of service, one with home language of Spanish, one Arabic speaker, and one Bengali. Of our three first graders, two have two years of service, both Spanish speaking, and a French student in her first year of service. There are four second graders two are in their first year of service and two have two years. The three third graders have three and four years of service and are speakers of Spanish, Bengali and Arabic. There are no fourth grade ELLs. Lastly, there is one Spanish speaker in her sixth year of service, currently in the fifth grade.

A certified ESL teacher provides ESL instruction with licensure in ESL and Secondary English. Students attend 360 minutes of ELA a week by a combination of the classroom teacher and the ESL teacher. Depending on proficiency level, they receive from 180 minutes (Advanced) to 360 minutes (Beginner/Intermediate) a week of ESL Pull-Out instruction. The instructional program is closely aligned with the Teachers College Model and Balanced Literacy coupled with, a strong emphasis on test-taking skills to allow students knowledge of ELA, content area and NYSESLAT testing formats. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of “non-fiction” materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core Standards and information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage, through celebrations, research, arts, multi-lingual libraries, itranslate programs on iphone and ipads.

As stated, the population of ELLs is a mixture of Beginner, Intermediate and Advanced students. Of the three kindergarteners, one Advanced is grouped with other Advanced students and is instructed grade/level appropriately by means of differentiation in content, delivery, process and product. Services are provided by a dually certified ESL/English teacher two days a week in a Pull-Out setting with students working at individual levels and supported through differentiated instruction. ESL is provided for 180 minutes per week for Advanced students and 360 minutes for Intermediate and Beginners. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students’ prior knowledge and schema. Standardized test data through ACUITY, City and State formal, Predictive exams, and Teacher-made Assessments are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings, synonyms, cognates and visuals to clarify meaning.

As students work toward proficiency in English, academic content for students is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, images through technical means and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Literacy and Math Coaches. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Jump Start held Monday-Thursday from 8:10-8:47 am.

Plan for Newcomers

For the newcomer it is our plan to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions and a peer buddy system who can provide students with acclimation to the various instructional programs used by teachers in PS 20. Also in place are peer mediation on social skills and various software programs including but not limited to, Language

A. Programming and Scheduling Information

First and Rosetta Stone. When a new student is registered in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage the student to participate in the Saturday Program and After School activities.
- An informal assessment is conducted to identify possible Academic Intervention needs.
- Home school communication.

Plan for SIFE

PS 20 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions. If the SIFE population were to increase and there was an urgency to provide academic intervention services as an extension of the regular school program it would include:

- Creating individualized student needs assessments
- Creation of an AIS plan with emphasis on the literacy and math components
- Grade appropriate instructional support materials
- Differentiation of instruction in all content areas
- * Cookshop in the Classroom
- Professional development for staff in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom population.

Plan for Long Term ELLs

For long term ELLs, the above remediation is encouraged and recommended. ELLs continuing to need academic support will receive a PIP, personal intervention plan, developed by the AIS team at PS 20. An analysis of their scores on The TC Assessment, ECLAS, the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- An after school academic program, targeting reading and writing at least three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Extended day reading and math sessions to promote academic language and skills.
- Academic Intervention Services within the school day.
- * Cookshop in the Classroom

Plan for Special Needs Students

For our Special Education population all the above-mentioned resources are available as well as small group instruction and peer tutoring and mediation with Special Education paraprofessionals. For students struggling academically PS 20 offers an Academic Intervention Service whereby students are instructed in remedial reading at the pace necessary for the individual learner. Programs offered during the academic day are: The Wilson Program, Passport Voyager, and Foundations. Academic Intervention is also provided through participation in The Saturday Academy, a four-hour Saturday program with an emphasis on organizational skills, remedial math and reading and test

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
• Monitoring the newcomers and SIFE students for possible special needs.	
• The delivery of AIS services during, after, and as part of our Saturday School Academy.	
* Cookshop in the Classroom	
100%	
75%	
50%	
25%	
Dual Language	
100%	
75%	
50%	
25%	
Freestanding ESL	
100%	
75%	
50%	
25%	
TIME	Page 28
BEGINNERS	INTERMEDIATE
ADVANCED	ADVANCED

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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Supplementary Programs

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

Beginning

Intermediate

Advanced

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

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

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.

Professional Development:

Professional development is provided by school staff. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. The ESL teacher is involved in departmental meetings when in the building, PTA meetings, Professional Development days and grade conferences, where the ESL teacher, provides information using researched based strategies for assisting ELLs in the general Education classroom.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
 - o Scaffolding in the content areas
 - o Differentiation in the ESL classroom
 - o ESL in the Mathematics classroom
 - Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers
 - o Passport Voyager for Academic Intervention teachers
 - o Arts in Education
 - o Scoring and training experience for NY State Assessments grades 3-8
 - o AVID trained and Certified (AVID Eastern Conference, Newport News, VA.)
 - o Technology: PowerPoint, Inspiration, Creating Web Pages
 - o NYSESLAT training
 - o Inquiry training in ARIS and ACUITY
 - o Study Group on Differentiated Instruction
 - o Marv Marshall: Effective Discipline
 - o Marie Carbo: Learning Styles
 - o Nancie Atwell: Reading and Writing Workshop
 - o Teachers' College Workshops for ELLs
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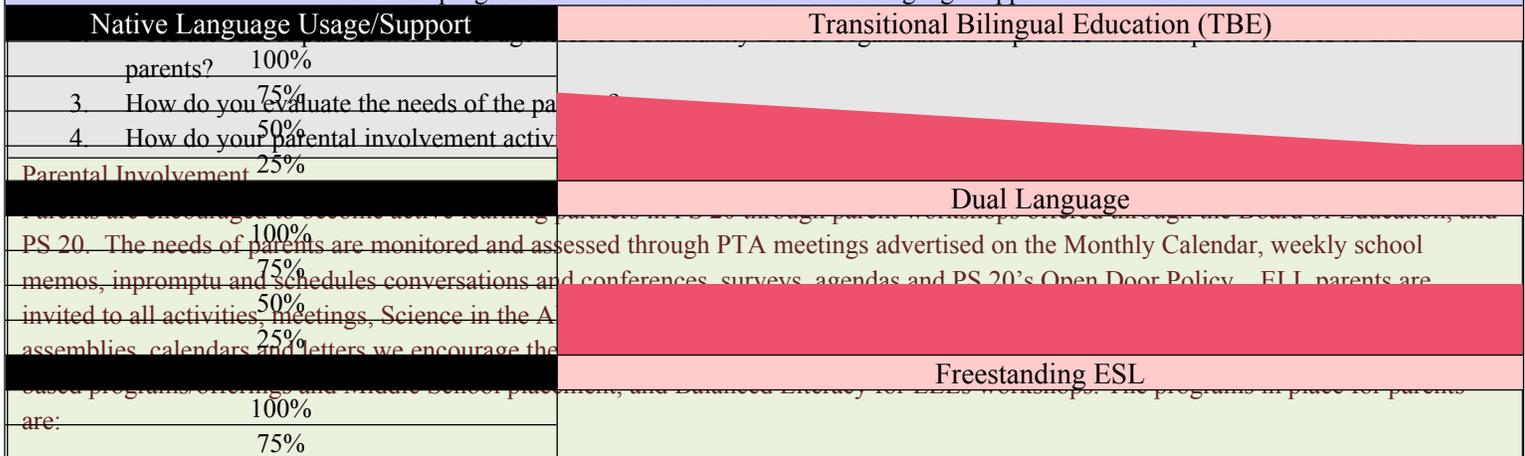
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Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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?

Parental Involvement

Parents are encouraged to become active learning partners in PS 20 through parent workshops offered through the Board of Education, and PS 20. The needs of parents are monitored and assessed through PTA meetings advertised on the Monthly Calendar, weekly school memos, inpromptu and schedules conversations and conferences, surveys, agendas and PS 20's Open Door Policy. ELL parents are invited to all activities, meetings, Science in the AM Program, and School-wide events like The annual Curriculum Showcase. Through assemblies, calendars and letters we encourage them to attend workshops, PD, Parent Fairs, guidance counselor discussions on community-based programs/offerings and Middle School placement, and Balanced Literacy for ELLs workshops. The programs in place for parents are:

- o Learning Leaders
- o Parents as Learning Partners
- o Workshop on: foster Care, Finance, Banking and Educational Savings Plans, Living Wills
- * B.E.A.R.

B. Programming and Scheduling Information--Continued

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The instructional materials available for general education students are available to all ELLs. The ESL teacher utilizes her Teacher's Choice funds and much of her out of pocket spending to supplement the ELL classroom and provide multi-sensory learning experiences and project-based learning ie. paints, modeling clay, plaster of paris, pumpkins, apples, baking materials and ingredients, hot plates, crock pots, technology hardware (Ipad), that make the educational program comprehensible to ELLs. The technology, foreign language, art, music and physical education electives are imbedded in the ELL student schedules. Additional support provided to the ELLs at PS 20 consists of paras in the CTT classrooms.

Supplementary Programs

Additional Information

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development:

Professional development is provided by school staff. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. The ESL teacher is involved in departmental meetings when in the building, PTA meetings, Professional Development days and grade conferences, where the ESL teacher, provides information using researched based strategies for assisting ELLs in the general Education classroom.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our staff have included:
 - o Scaffolding in the content areas
 - o Differentiation in the ESL classroom
 - o ESL in the Mathematics classroom
 - Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers
 - o Passport Voyager for Academic Intervention teachers
 - o Arts in Education
 - o Scoring and training experience for NY State Assessments grades 3-8
 - o AVID trained and Certified (AVID Eastern Conference, Newport News, VA.)
 - o Technology: PowerPoint, Inspiration, Creating Web Pages
 - o NYSESLAT training
 - o Inquiry training in ARIS and ACUITY
 - o Study Group on Differentiated Instruction
 - o Marv Marshall: Effective Discipline
 - o Marie Carbo: Learning Styles
 - o Nancie Atwell: Reading and Writing Workshop
 - o Teachers' College Workshops for ELLs
 - o STRP Reading

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 - o Teachers' College Workshops for ELLs
 - o STRP Reading
 - o Reading in the Content Area
 - o Lee Canter: Assertive Discipline
 - o Cooperative Learning
 - o Gap Analysis
- * Cookshop
- * Cookshop for Families

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?

Parental Involvement

Parents are encouraged to become active learning partners in PS 20 through parent workshops offered through the Board of Education, and PS 20. The needs of parents are monitored and assessed through PTA meetings advertised on the Monthly Calendar, weekly school memos, inpromptu and schedules conversations and conferences, surveys, agendas and PS 20's Open Door Policy. ELL parents are invited to all activities, meetings, Science in the AM Program, and School-wide events like The annual Curriculum Showcase. Through assemblies, calendars and letters we encourage them to attend workshops, PD, Parent Fairs, guidance counselor discussions on community-based programs/offers and Middle School placement, and Balanced Literacy for ELLs workshops. The programs in place for parents are:

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- o Learning Leaders
- o Parents as Learning Partners
- o Workshop on: foster Care, Finance, Banking and Educational Savings Plans, Living Wills
- * B.E.A.R.

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)	2	2	2											6
Intermediate(I)			1	2										3
Advanced (A)	1	1	1	1		1								5
Total	3	3	4	3	0	1	0	0	0	0	0	0	0	14

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		1	2	1		1							
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

As of June 10, 2011

Assessment Analysis

The Performance data in math, science and social studies indicates that ELLs in the testing grades are across the board scoring from level one to high level three. Students are bright and motivated to learn but tests being text-rich and based heavily on reading fluency some of the ELLs who still lack a strong foundation for CALP find standardized tests challenging without the use of everyday scaffolds, visuals, language cues etc. Even the mathematics requires heavy reliance on academic and figurative language being language/literacy based. Data

Additional Information

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

Part VI: LAP Assurances

School Name: <u>The Clinton Hill School</u>		School DBN: <u>13K20</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lena Barbera	Principal		11/30/11
Helene Fiorentino	Assistant Principal		11/30/11
Karen Colon	Parent Coordinator		11/30/11
Sheilah Quinn	ESL Teacher		11/30/11
Margarita Rivera	Parent		11/30/11
Arlene McMenommen	Teacher/Subject Area		11/30/11
Jaqueline Simmons	Teacher/Subject Area		11/30/11
Winsome Richards	Coach		11/30/11
	Coach		
Deborah De Shong	Guidance Counselor		11/30/11
Margarita Nell	Network Leader		11/30/11
Stuart Morin	Other <u>Related Services</u>		11/30/11
	Other		
	Other		
	Other		

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.
 - a. All newsletters and fliers are sent home in a bilingual format (English/Spanish).
 - b. Several bilingual school personnel act as translators. Parents are entitled to language translators when necessary as per Chancellor's Regulations.
 - c. Communication is posted in main office as per translation and interpretation guidelines.

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.
 - Communication between the school and community is satisfactory.

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.
 - a. Translation services are available through staff personnel at PS 20 on a volunteer basis as well as funds allocated to in-house interpreters who provide interpretation after school hours, i.e. letters, fliers, invitations, assembly programs, field trips, etc.
 - b. All literature sent to parents is done so on a regular basis, in a bilingual Spanish/English format by in-house school personnel, parent volunteers or the parent coordinator.
 - c. Department of Education Translation services are available by request and appointment when necessary.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - Oral interpretation is available by in-house staff on an “as needed” basis.
 - Outside interpreters are available through outside contractors and Department of Education services through Chancellor’s Regulations A-663.

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>.
 - Requests for interpretation and translation will be made by the parent coordinator and ESL teacher in the building via email and telephone.