



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE CHRISTY J. CUGINI PORT RICHMOND SCHOOL

DBN 31R020

PRINCIPAL: MARIE MUNOZ

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SUPERINTENDENT: ERMINIA CLAUDIO

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
Marie Munoz	*Principal or Designee	
Fiorella Raimondi	*UFT Chapter Leader or Designee	
Latoya Wallace	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Annette Steenwerth	Member/ CSA	
Victoria Puchkoff	Member/ UFT	
Joshua Atlas	Member/ UFT	
Sondra Hall	Member/ Parent	
Esmeralda Cabanas	Member/ Parent	
Esperanza Reyes	Member/ Parent	
Carlotta Martinez	Member/ Parent	

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

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

By June 2012, there will be a 5% increase in the number of English Language Learners who make +1 year progress on the NY State ELA assessment.

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 review of student work and an analysis of formative and summative data by inquiry teams indicate a downward trend in the performance of ELLs over the past three years. P.S. 20's 2010/11 Progress Report indicates that 30.6% of tested ELLs scored at the 75th Growth Percentile or Higher. The State Accountability Report 2010/11 indicates that ELLs did not make AYP in English Language Arts. Findings indicate a need to implement rigorous ELA instruction across all curriculum areas using ESL pedagogy by highly qualified teachers in Grades 3, 4 and 5.

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.

From September 2011 through June 2012, all identified ELL students will be targeted as follows:

- The 90 minute Reading Block will continue so that students meet the ELA and state standards and engage in fluency practice, independent reading, guided and shared reading practices, author studies, higher order thinking skills and comprehension strategies, such as interpreting pictures, classifying information, story sequence, questioning techniques and meta-cognition.
- Instruction will include English reading and listening materials to communicate ideas and opinions; to formulate inferences, draw conclusions, sequence, predict outcomes, to compare and contrast, to classify, outline, verbally illustrate, predict, show correlations, describe, demonstrate and express opinions.
- Writers' Workshop will be implemented so that students will engage in shared and interactive writing, pre-writing skills, the writing process, journal writing, note taking and outlining skills and writing for a variety of purposes in all curriculum areas.

Students will:

- participate in field trips which will broaden prior knowledge and increase vocabulary.
- Engage in vocabulary development through *The Elements of Vocabulary* (Harcourt) program.
- verbally demonstrate comprehension in reading
- use English for asking and answering questions to gain information

- use the tape recorder to hear one’s own voice when speaking English and will use recorded books for reading, listening and language skills
- use charts, graphic organizers and manipulatives to further the use of the English language in E LA activities
- use the public and classroom library as a source for cross curricular activities including science and social studies research
- participate in an after school program for ELLs with an emphasis on test preparation.

An AIS teacher will work with small targeted at risk groups in order to differentiate literacy instruction and meet student needs using Fountas and Pinnell Leveled Intervention, The Comprehension Toolkit Intervention and Voyager Passport.

Inquiry groups of teachers will monitor assessment results and student work at least once a week throughout the year to determine effectiveness of instructional strategies and to re-assess student goals. Grade level meetings centered on data analysis and differentiation of instruction will be held monthly.

Teachers are engaged in the process of ELA curriculum mapping aligned with the Common Core Standards during grade level meetings.

Teachers will attend workshops on assessments, data entry, collection and analysis. ESL Teachers, Classroom teachers and cluster teachers will receive Professional Development in effective ESL strategies and instruction throughout the year.

Supervisors will engage in a cycle of frequent, short observations in order to promote and support teacher effectiveness.

Responsible staff members will include the Principal, Assistant Principal, Parent Coordinator, Classroom Teachers, ESL Teachers, Cluster Teachers, AIS Teachers, Coach

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.

- Adult ESL classes will be offered for parents through the United Activities Unlimited CBO
- Professional Development will be provided for parents by the Parent Coordinator, Coach and ESL teachers in order to inform parents about literacy instruction, common core standards and assessments. Parents will be empowered with strategies they can use to help their children at home.
- Adult GED Classes will be given to empower parents to assist their children
- Family Literacy Night
- P.S.20 monthly newsletter and website
- Translation services

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 members become highly qualified, in order to achieve this goal.

The continued use of job fairs coordinated by the district and DOE will be designed to select prospective teachers who have proven effective in working with at risk and/or Title I school students. P.S. 20 will continue our collaboration with The College of Staten Island, Wagner College and Touro College to ensure our access to exceptional graduating students. New teachers are supported by a school-based mentor.

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.

As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012.

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.
- Classroom Teachers (Title I, FSF)
- ESL Teachers (FSF)
- Cluster Teachers (Title I, FSF)
- Assistant Principal (Title I, FSF)
- Coach (Title I)
- Parent Coordinator (Tax Levy)
- Class trips (FSF)
- Test Prep Materials (Title I)
- Instructional Materials (FSF)
- ELL After School Program (Title III)
- Translation Services (FSF, Tax Levy)

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

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

By June 2012, there will be a 5% increase in the number of Students With Disabilities who make +1 year progress on the NY State ELA assessment.

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 review of student work and an analysis of formative and summative data by inquiry teams indicate a downward trend in the performance of Students With Disabilities over the past three years. P.S. 20's 2010/11 Progress Report indicates that 12.1% of tested SWDs performed at grade level standards or higher. The State Accountability Report, 2010/11, indicates that SWDs did not make AYP in English Language Arts. Findings indicate a need to implement rigorous ELA instruction across all curriculum areas by highly qualified teachers in Grades 3, 4 and 5.

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.

From September 2011 through June 2012 all identified Students with Disabilities will be targeted as follows:

- The 90 minute Reading Block will continue so that students meet the ELA and state standards and engage in fluency practice, independent reading, guided and shared reading practices, author studies, higher order thinking skills and comprehension strategies, such as interpreting pictures, classifying information, story sequence, questioning techniques and meta-cognition.
- Instruction will include reading and listening materials to communicate ideas and opinions; to formulate inferences, draw conclusions, sequence, predict outcomes, to compare and contrast, to classify, outline, verbally illustrate, predict, show correlations, describe, demonstrate and express opinions.
- Writers' Workshop will be implemented so that students will engage in shared and interactive writing, pre-writing skills, the writing process, journal writing, note taking and outlining skills and writing for a variety of purposes in all curriculum areas.
- Reading instruction will be included across the curriculum, in all subject areas

Students will:

- Engage in vocabulary development through *The Elements of Vocabulary* (Harcourt) program.
- continue to improve reading skills in the areas of locating main idea and details, cause and effect, locating and matching themes, drawing conclusions, identifying author's point of view, knowing plot, setting and characterizations, skimming and scanning, identifying author's purposes, and identifying the audience for whom the literature was written.
- use the public and classroom library as a source for cross curricular activities including science and social studies research
- engage in accountable talk through flexible grouping and specific assignments. They will respond to text using newly learned vocabulary. They will discuss personal experiences and be encouraged to speak in complete sentences at all times.
- talk about words, sounds and patterns that make up words.
- engage in shared and partner reading using different varieties of reading materials and will listen to several read- alouds daily.
- Participate in P.S.20's After School Program

A SETSS teacher will work with small groups of mandated students to achieve individual student goals.

General Education and Special Education teachers will collaborate in CTT classes using acceptable team teaching practices.

Inquiry groups of teachers will monitor assessment results and student work at least once a week throughout the year to determine effectiveness of instructional strategies and to re-assess student goals. Grade level meetings centered on data analysis and differentiation of instruction will be held monthly.

Teachers are engaged in the process of ELA curriculum mapping aligned with the Common Core Standards during grade level meetings.

Teachers will attend workshops on assessments, data entry, collection and analysis. Special Ed Teachers, Classroom teachers, ESL teachers and cluster teachers will receive Professional Development on best practices in ELA instruction as well as Special Education pedagogy.

Supervisors will engage in a cycle of frequent, short observations in order to promote and support teacher effectiveness.

Responsible staff members will include the Principal, Assistant Principal, Parent Coordinator, Special Ed teachers, SETSS teacher, Classroom Teachers, ESL Teachers, Cluster Teachers, AIS Teachers, Coach

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.
- Adult ESL classes will be offered for parents through the United Activities Unlimited CBO
- Professional Development will be provided for parents by the Parent Coordinator, Coach and ESL teachers in order to inform parents about literacy instruction, common core standards and assessments, special education policy. Parents will be empowered with strategies they can use to help their children at home.
- Adult GED Classes will be given to empower parents to assist their children
- Family Literacy Night
- P.S.20 monthly newsletter and website
- Translation services

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.

The continued use of job fairs coordinated by the district and DOE will be designed to select prospective teachers who have proven effective in working with at risk and/or Title I school students. P.S. 20 will continue our collaboration with The College of Staten Island, Wagner College and Touro College to ensure our access to exceptional graduating students.

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.

As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012.

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.

- Classroom Teachers (Title I, FSF)
- ESL Teachers (Title I)
- SETSS Teacher
- Cluster Teachers (Title I, FSF)
- Assistant Principal (Title I, FSF)
- Coach (Title I, FSF)
- Translation Services (FSF, Tax Levy)
- Parent Coordinator (Tax Levy)

- Class trips (FSF)
- Test Prep Materials (Title I)
- Instructional Materials (FSF)
- ELL After School Program (Title III)

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

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

By June 2012, there will be a 5% increase in the number of Kindergarten – Grade 2 students meeting or exceeding end of year ELA benchmark goals as indicated by the Fountas and Pinnell Assessment.

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 review of DIBELS, ECLAS-2 and Fountas and Pinnell Assessment data over the past three years indicates an upward trend in the percentage of K-Grade 2 students reaching end of year grade level benchmarks. There is a need to sustain the tenets of Reading First by continuing rigorous instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary and Word development and Comprehension.

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.

From September 2011 through June 2012, all K-2 students will be targeted as follows:

- Writers' Workshop will be implemented so that students will engage in shared and interactive writing, pre-writing skills, the writing process, journal writing, note taking and outlining skills and writing for a variety of purposes in all curriculum areas.
- 90 minute uninterrupted balanced Reading block time will continue so that students meet the ELA City and State standards and engage in phonemic awareness/phonics activities, vocabulary, fluency practice and comprehension (e.g. as interpreting pictures, classifying information, story sequence, questioning and meta- cognition), read alouds, shared, guided and independent reading, genre and author studies.
- Students will engage in accountable talk through flexible grouping and specific assignments. They will respond to text using newly learned vocabulary. They will discuss personal experiences and be encouraged to speak in complete sentences at all times. Students will talk about words, sounds and patterns that make up words, and exchange ideas, share stories, sing songs, and recite poems.
- A sequenced, systematic phonics program will be implemented through the Harcourt Trophies Program.

- An AIS teacher will work with small, targeted, flexible groups in order to differentiate literacy instruction and meet student needs using the Fountas and Pinnell Leveled Intervention
- Students will engage in vocabulary development through *The Elements of Vocabulary* (Harcourt) program
- Classroom teachers will utilize intervention programs (including Leapfrog, Leaptrack, Earobics, Trophies Intervention et.al.) to provide differentiated instruction.
- Reading instruction will be included across the curriculum, in all subject areas
- Reading First Coach will provide Professional Development in reading strategies such as conferring, flexible grouping, differentiated instruction
- There will be Professional Development for teachers in Harcourt Trophies, DIBELS, Terra Nova, Peabody Picture Vocabulary, running records and other ongoing assessments

Inquiry groups of teachers will monitor assessment results and student work at least once a week throughout the year to determine effectiveness of instructional strategies and to re-assess student goals. Grade level meetings centered on data analysis and differentiation of instruction will be held monthly.

Teachers are engaged in the process of ELA curriculum mapping aligned with the Common Core Standards during grade level meetings.

Teachers will attend workshops on assessments, data entry, collection and analysis. ESL Teachers, Classroom teachers and cluster teachers will receive Professional Development in effective early childhood ELA strategies and instruction throughout the year.

Supervisors will engage in a cycle of frequent, short observations in order to promote and support teacher effectiveness.

Responsible staff members will include the Principal, Assistant Principal, Parent Coordinator, Classroom Teachers, ESL Teachers, Cluster Teachers, AIS Teachers, SETSS teacher, Coach

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.
- Kindergarten Orientation
- Adult ESL classes will be offered for parents through the United Activities Unlimited CBO
- Professional Development will be provided for parents by the Parent Coordinator, Coach and ESL teachers in order to inform parents about literacy instruction, common core standards and assessments, special education policy. Parents will be empowered with strategies they can use to help their children at home.
- Adult GED Classes will be given to empower parents to assist their children
- Family Literacy Night
- P.S.20 monthly newsletter and website

- Translation services

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.

The continued use of job fairs coordinated by the district and DOE will be designed to select prospective teachers who have proven effective in working with at risk and/or Title I school students. P.S. 20 will continue our collaboration with The College of Staten Island, Wagner College and Touro College to ensure our access to exceptional graduating students. New teachers are supported by a school-based mentor.

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.

As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012.

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.
- Classroom Teachers (Title I, FSF)
- ESL Teachers (FSF)
- Cluster Teachers (Title I, FSF)
- Assistant Principal (Title I, FSF)
- Coach (Title I)
- Class trips (FSF)
- Instructional Materials (FSF)
- Translation Services (FSF, Tax Levy)
- Parent Coordinator (Tax Levy)

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	15	10	N/A	N/A	3	1	2	0
1	25	15	N/A	N/A	2	1	2	0
2	20	10	N/A	N/A	3	1	1	0
3	30	15	N/A	N/A	3	1	2	0
4	24	10	3	0	3	1	1	0
5	15	10	2	0	2	1	1	0

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	<ul style="list-style-type: none"> • A push-out teacher provides additional reading instruction to small groups of at risk students within the classroom setting on a daily basis during the school day. Instruction is focused on phonemic awareness, phonics, word study and comprehension using Fountas and Pinnell Leveled Literacy Intervention. Students in Grades K-2 who scored below grade level benchmarks using the Fountas and Pinnell Assessment are targeted. • A push-In teacher provides additional reading instruction to small groups of 3rd, 4th and 5th Grade at risk students within the classroom setting on a daily basis during the school day. Instruction is focused on word study, vocabulary development, fluency, comprehension and writing. Programs include Fountas and Pinnell Leveled Literacy Intervention, The Comprehension Toolkit Intervention and Voyager Passport. Students who scored below grade level benchmarks on state standardized tests were targeted. • P.S. 20's After School Program for grades 3, 4 and 5 offered at risk students homework assistance and ELA test prep three days per week after school. In addition, the art enrichment portion of the program allowed classroom teachers to integrate art with the literacy
Mathematics	<ul style="list-style-type: none"> • Push-in teacher provides additional math instruction to small groups of 3rd, 4th and 5th Grade at risk students within the classroom setting during the school day using Everyday Math and Go Math interventions. • At risk SETSS teacher provides additional math instruction to at risk students in a small group setting during the school day on a daily basis. • The P.S.20 After School program for grades 3, 4 and 5 offers at risk students homework assistance and math test prep three days per week after school. The arts portion of the program allows classroom teachers to provide arts and crafts activities with math connections.
Science	<ul style="list-style-type: none"> • Push-In teacher provides additional science instruction by integrating science with math and literacy to small groups of 4th and 5th Grade at risk students within the classroom setting during the school day. Instruction is focused on the understanding of charts, tables and graphs, comprehension of content material. Students who scored below grade level

	<p>benchmarks are targeted.</p> <ul style="list-style-type: none"> • P.S. 20 After School program for grades 4 and 5 offered at risk students homework assistance in Science as needed after school. The arts portion of the program allowed classroom teachers to provide arts and crafts activities with Science connections.
Social Studies	<ul style="list-style-type: none"> • Push-In teacher provides additional social studies instruction by integrating social studies with math and literacy to small groups of 4th and 5th Grade at risk students within the classroom setting during the school day. Instruction is focused on the understanding of charts, tables and graphs, comprehension of content material and historical fiction and writing. Students who scored below grade level benchmarks are targeted. • P.S. 20 Striving For Success program for grades 4 and 5 offered at risk students homework assistance in social studies as needed after school. The arts portion of the program allowed classroom teachers to provide arts and crafts activities with social studies connections.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides ongoing, scheduled counseling sessions with at risk students, crisis intervention, attendance monitoring and intervention, and home visits when necessary.
At-risk Services provided by the School Psychologist	The School Psychologist provides ongoing, scheduled counseling sessions with severely at risk students, crisis intervention, evaluations of students for Special Education services when all other possible interventions fail to provide adequate support, and home visits when necessary.
At-risk Services provided by the Social Worker	The Social Worker provides ongoing, scheduled counseling sessions with at risk students, crisis intervention, home visits and is part of the Student Assessment Team that evaluates students for Special Education services when all other possible interventions fail to provide adequate support. The Social Worker also does community outreach and serves as a liaison with Social Services and Community based organizations that provide services.
At-risk Health-related Services	The Social Worker serves as a liaison with Social Services and Community based organizations that provide health related services. The bilingual Parent Coordinator facilitates this process

**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.

THE P.S. 20 PARENT INVOLVEMENT POLICY (PIP)

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. P.S.20 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;

P.S.20'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-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, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Spanish bilingual Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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;

P.S.20 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-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

P.S.20, 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R020 **School Name:** The Christy J. Cugini~Port Richmond School, P.S. 20

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

- 1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.**

A review of student work and an analysis of formative and summative data by inquiry teams indicate a downward trend in the performance of English Language Learners (ELLs) and Students With Disabilities (SWD) over the past three years. P.S. 20's 2011/10 Progress Report indicates that 30.6% of tested ELLs scored at the 75th Growth Percentile or higher and 12.1% of tested SWDs performed at grade level standards or higher. The State Accountability Report 2010/2011 indicates that ELLs and SWDs did not make AYP in English Language Arts. Findings indicate a need to implement rigorous ELA instruction across all curriculum areas using ESL pedagogy by highly qualified teachers in Grades 3, 4 and 5.

- 2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.**

- The school will implement intensive Academic Intervention Services (AIS) that will target 3rd, 4th and 5th grade ELLs and SWDs who scored below grade level standards. A full time AIS teacher as well as F-status teachers will differentiate instruction and meet student needs using Fountas and Pinnell Leveled Intervention, The Comprehension Toolkit Intervention and Voyager Passport.
- Title III funding will support an after school program for ELLs that will target students in need of intervention in English Language Arts with a focus on reading skills and strategies and test preparation.
- Teams of teachers and staff members will gather weekly to review and analyze data and student work to determine effectiveness of instructional strategies and to re-assess student goals. Grade level meetings centered on data analysis and differentiation of instruction will be held monthly. Teams of teachers will continue the process of ELA curriculum mapping aligned with the Common Core Standards.
- Administrators will engage in a cycle of frequent, short observations in order to promote and support teacher effectiveness.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

- P.S.20 will procure an AUSSIE staff developer to work with staff and students in aligning English Language Arts curriculum to common core standards, assessing the academic needs of ELLs and SWDs, in developing best practices in ELA instruction.
- Teachers will attend workshops on site, in the district and citywide, to improve assessments, data analysis, best practices for SWDs and ESL pedagogy.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

A Special Ed teacher has been assigned to two new Special Ed teachers as a mentor. The mentor meets regularly with the teachers to review data and student work, to implement short and long term goals and to reflect on practice. Inter-visitations are scheduled to observe best practices in Special Education and the mentor models best practices in Special Education instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be informed about the school's identification as SINI Year 1 Focused at a Parent Meeting and through written communication. Spanish translation will be available in both formats.

**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 Delacruz/Richard Gallo	District 31	Borough Staten Island	School Number 020
School Name P. S. 20			

B. Language Allocation Policy Team Composition [?](#)

Principal Marie A. Muñoz	Assistant Principal Annette Steenwerth
Coach Kelly McCann	Coach type here
ESL Teacher Lupe Walowitz / Sharlene Vélez	Guidance Counselor type here
Teacher/Subject Area Kelly Dixon	Parent Esmeralda Cabañas
Teacher/Subject Area Cynthia Rodriguez	Parent Coordinator Nolvia Cartagena
Related Service Provider Edwin Solis	Other type here
Network Leader type here	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	3	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	8	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	19
Number of teachers who hold both a bilingual extension and ESL certification	1	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	511	Total Number of ELLs	203	ELLs as share of total student population (%)	39.73%
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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. 

P1. Upon registration and completion of the Home Language Survey, if there is another language other than English indicated, a member of the LEP Identification Team is notified and the the parent and child are interviewed. The team consists of 2 ESL teachers as well as 2 Bilingual Teachers. If required, The English and/or Spanish LAB-R formal initial assessments are administered by one of the team members to the student to determine eligibility and instructional level. Based on the outcome of this assessment, students are placed into an appropriate level and program of instruction. Annually, students are administered the NYSESLAT and based on their performance, they are programmed according to eligibility. Additionally, the September following the administration of the NYSESLAT, the RLAT is run to determine continued student eligibility. When a newly registered student arrives, the exam history report and the RLAT report is run to determine student eligibility. The RMNR is also used to analyze student performance in NYSESLAT across all four modalities. A roster and check off list is used to insure that each eligible student completes each section of the NYSESLAT. The ESL Coordinator works closely with the test coordinator. Absentees are given the test at an assigned time.

2. The LAP Team invites parents to a workshop in which they are presented with the various programs available for their children through an informational video provided by the New York City Department of Education. The formal workshop takes place within 10 days of the the start of school. Ongoing informational sessions are provided within 10 days of new student enrollment throught the school year. Brochures are available as are classroom visitations to see actual programs in place. Letters and calls are made to parents by the parent coordinator to ensure that every opportunity has been made available for them to understand the programs and their rights.

3. Letters are sent home to entitled students with their invitation to attend Parent Orientation. At that time, Parent Surveys are completed and collected by the ESL Bilingual Team after all information has been disseminated. These documents are sorted by grade and class and copies are stored in a binder in the general office. Original forms are filed in student cumulative folders.

4. Once students are identified as English Language Learners parents are given the Parent Survey to indicate their choice of program. The LAP Team reviews surveys and considers parent choices when formulating classes; then parents are informed of program avialblitty if the program of choice is not avialble here they are advised of their their right to transfer their child to a school which offers the program. All correspondece, phone calls and meetings are conducted in English and Home Language.

5. Data indicates there is an upward trend in the number of parents selecting ESL as the preferred program choice. Over the past 3 years their has been an increase from 75% to 95 % of parents requesting ESL as their first choice.

6. Program models at P.S. 20 are aligned with parent requests.

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	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 (60%:40% → 50%:50% → 75%:25%)	0	1	1	1	0	0								3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	3	3	3	3								18
Total	3	4	4	4	3	3	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	203	Newcomers (ELLs receiving service 0-3 years)	163	Special Education	56
SIFE	3	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	58	0	32	4	0	1	0	0	0	62
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	105	0	13	32	3	16	4	0	3	141
Total	163	0	45	36	3	17	4	0	3	203

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	29	18	15										62
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	29	18	15	0	62								

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																		
Spanish																			0	0
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	39	23	13	26	23	14								138
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1			1										2
Albanian														0
Other														0
TOTAL	40	23	13	28	23	14	0	141						

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.

A. Programming and Scheduling Information

- 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?

1. Programming and Scheduling Information:

a) Organizational models include

- ESL Push- In Model
- Transitional Bilingual Program

b) All classes are heterogeneously mixed. Collaboration is achieved during inquiry group time

2. Staff Organization

2 ESL Teachers provide from 180 minutes to 360 minutes of mandated instructional time per week. Certified and bilingual licensed staff members provide mandated ESL instruction within the classroom. In transitional bilingual education classes bilingual teachers provide from 45 to 90 minutes per day of Native language arts dependent upon their language proficiency as mandated by NYS guidelines. Teachers use ESL methodology to provide mandated ESL time as per students' levels. Push-in teachers will integrate ESL methodologies into content area lessons as well as ELA.

Bilingual Teachers will intergrate ESL methadologies into content area instruction as well as ELA to provide ESL instruction. Native Language Arts is provided through components of a core curriculum program, Trofeos and supporting bilingual resources. An administrator will supervise the NYSELAT Test Prep After School Program- the only after school program in session- in order to insure student safety and rigor of instruction.

3. Content Areas

Push-in teachers (ESL and Classroom/ Cluster teachers) collaborate and ESL teachers use ESL methodology to enhance instruction in content areas. In trasnitional bilingual edcuation classess content area instruction is provided bilingually in Spanish and English. Methods used include scaffolding, total physical response, role playing, vocabulary enhancement, cognates, graphic organizers, translation, thematic units, use of spelling dictionaries as well as integration of technology and the Arts.

4. Based on Home Language and NYSESLAT proficiency levels students are given access to content area exams in their native language. Translations are made available as necessary. Testing for special services are made based on eligiblity/need.

5. Differentiation

a) Instructional plan for SIFE: Students' proficiency levels are determined and students are exposed to grade level content at their instructional level. Students are given additional ESL time and given opportunities to express themselves in Native Language.

b) Newcomers: Students will be given survival English skills, peer mediation, explicit instruction in Tier I vocabulary, differentiated instruction and assessment (i.e. oral exams, exams with less writing). Students are automatically enrolled in extended day and after school programs. ESL testing accomodations are implemented.

c) 4-6 yrs.: Students are provided with extra help in targeted skills that are deficient. Specific skills are then targeted and monitored for progress. Based on results, small group instruction is provided. Students may be discussed at PPT meetings to determine if additional

A. Programming and Scheduling Information

services may be needed. The PRIM is utilized and interventions are implemented. Students are enrolled in after school programs. ESL testing accommodations are implemented.

d) Long-term ELLs: Students are provided with extra help in targeted skills that are deficient. Specific skills are then targeted and monitored for progress. Based on results, small group instruction is provided. Students may be discussed at PPT meetings to determine if additional services may be needed. The PRIM is utilized, students are given additional time and are enrolled in after school programs. ESL testing accommodations are implemented. Life skills are also addressed.

e) Special Needs: Students are evaluated bilingually as determined by the Home Language Survey and then it is determined if deficits are due to language acquisition or processing issues and services are provided accordingly. Bilingual Special Ed services (Special Class, intergrated collaborative teaching, SETTS and related services) are available as needed.

6. Leveled classroom libraries in both languages are made available to all classes Dual language texts and games are also provided, Reading Program and Math programs contains ELL language intervention kits and ELL activity guides. Guided Reading component of the CORE contains differentiated books for ELL's, Elements of vocabulary is used to develop accelerated language development. Strategies include repetition, redefinition, multisensory approaches and total physical response.

7. ELL students with disabilities receive a variety of services dependent upon need including but not limited to SETTS speech counseling, ICT classes, mainstreaming, inclusion in extra curricular activities, etc. Contingent upon academic need push in services are provided during ELA and Math periods to support classroom instruction and students learning needs. Related service providers utilize pacing calendars to align instruction and therapy to student's needs. Creative scheduling allows for collaboration, intervention and redirection of instruction.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

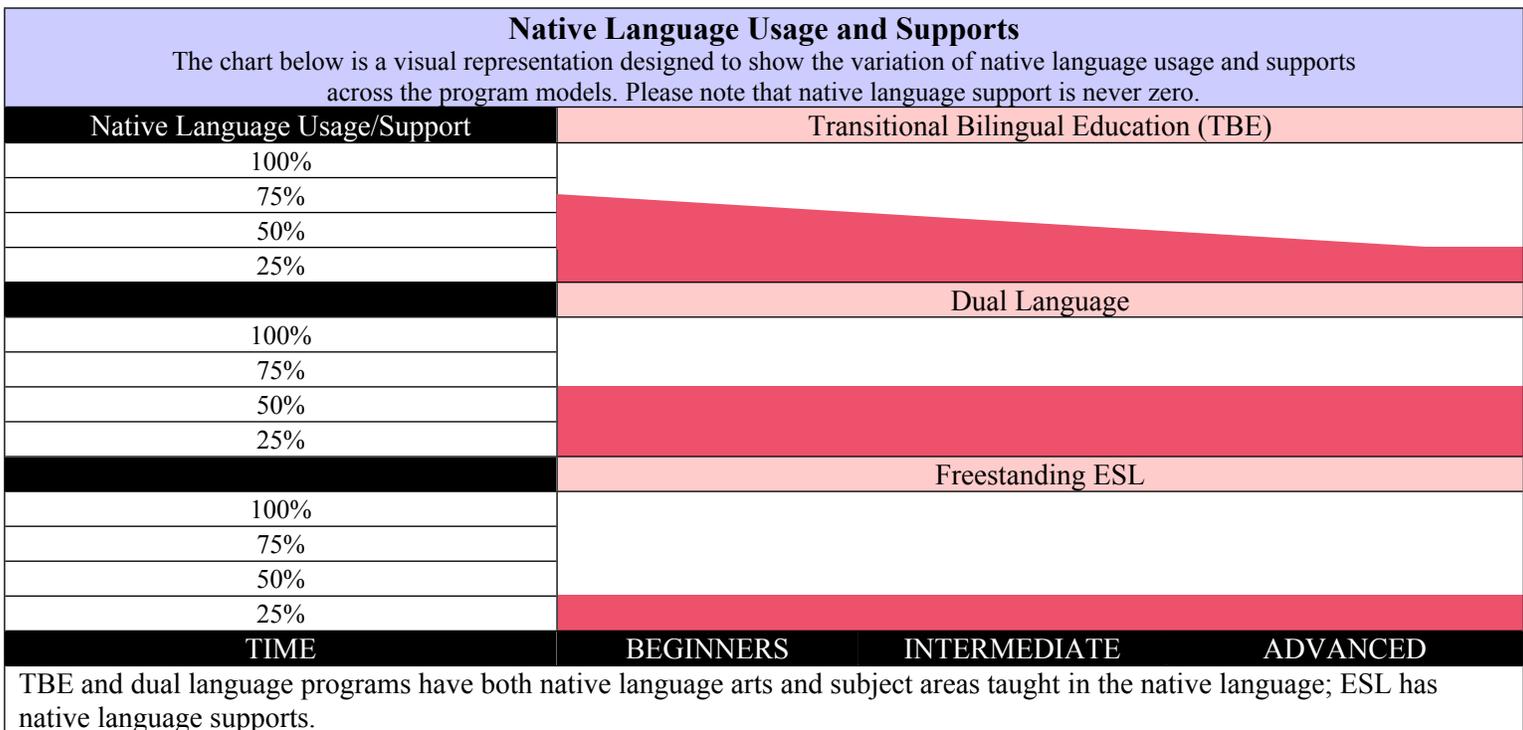
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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



B. Programming and Scheduling Information--Continued

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?

8. Intervention Programs

In K-2, Transition ELL Intervention Kit is utilized to enhance ELA instruction as well as English (K-2), Spanish (K-2), Latin (4-5)

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?

8. Intervention Programs

In K-3, Trophies ELL Intervention Kit is utilized to enhance ELA instruction as well as Earobics (K-3), Leapfrog (K-2), Lexia (4-5), Voyager Passport (K-5), Leaptrack (3), Wilson (4-5). Math materials in Spanish are used along with Math intervention kits (Great Leaps), Exploring Math-An Intervention and reinforcement resources. Other resources used for content areas are Theater's Workshop (Social Studies), Houghton Mifflin Harcourt ESL components (Science).

9. Transitional Support Plan

Students reaching proficiency are given 180 minutes of ESL instruction and are given ESL mods (extended time) for 2 years after reaching proficiency. If students have an IEP with mods, those mods are also given.

10. New Programs

NYSESLAT Preparation, Enrichment Through the Arts, NY Cares volunteer Initiative Art, Sports and Culinary Explorers, Moving Into English Test Prep; Research is presntlly underway to investigate reasearch based ELL technolty to utilize within the classroom.

11. Discontinued Programs

Cluster position and self contained ESL discontinued due to budget restraints additionally self contained classes dispersed to allow students the opportunity to interact with English proficient peers.

None

12. Equal Access and Supplemental Services

ELLs are afforded the same opportunities as non ELL students. All program notices and invitations are sent home in Home Language and English. After school programs include art enrichment, Math and ELA Test Prep, and NYSESLAT Test Prep. During the day, selected ELL students participate in a theater program and/or a choral program.

13. Instructional Materials

Earobics

Help Me 2 Learn , Colorin Colorado, Starfall, National Geographic (Websites)

Podcasting

Jings

Blogging

Trophies ELL Intervention Kit
1. Native Language Support

14. ESL-Native Language Support is provided through use of bilingual dictionaries, use of cognates, multicultural and dual language libraries

TBE- Teachers translate content area so that students learn English vocabulary while learning content curriculum. Bilingual libraries are available.

15. Required Services:

Support Services and resources are provided at high interest-low instructional level to keep students motivated and appropriately challenged but not frustrated.

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.
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TBE- Teachers translate content area so that students learn English vocabulary while learning content curriculum. Bilingual libraries are available.

15. Required Services:

Support Services and resources are provided at high interest-low instructional level to keep students motivated and appropriately challenged but not frustrated.

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.

All faculty including Assistant Principal, Bilingual/ESL Coordinator, common branch teachers, cluster teachers, paraprofessionals, bilingual and ESL teachers and specialized support staff (Speech, SETSS, Guidance), secretaries and Parent Coordinator are provided with various professional development opportunities that include BETAC (Bilingual Education Technical Assistance Center) Workshops; citywide, district and CFN workshops; in-house workshops provided by our ESL teachers; inquiry group work. In addition, Consultants and Guest Speakers are brought on site. Professional Development includes the following subjects: best practices in ELL Pedagogy, data analysis, ELL assessment, vocabulary development, new curriculums, etc.

P.S.20 ELL Professional Development Plan

September- Differentiating Instruction for ELLS
Introduction to Go Math

October- Vocabulary Development
Reading Comprehension

November- Analyzing the ELL Periodic Assessment
Analyzing NYSESLAT Data

December- Readers' Theater for ELLS
Looking at Student Work

January- Scaffolding Social Studies Lessons for ELLS
Scaffolding Science Lessons for ELLS

February- Incorporating Cognates Into Instruction
Using Visuals and The Power of Talk

March- The Power of Exemplars

April- Preparing for NYSESLAT Administration

May- ELA Test Preparation
State Math test Preparation

2. Support to staff for student transition: Teachers attend an Orientation Meeting at Middle School with students; Middle School speakers are invited in prior to the transition; teachers collaborate with Middle School Teachers; data is shared.

3. 7.5 hrs. of ELL training includes Professional Development items and instruction on the identification process; ELL periodic assessment training; ELL data analysis; intervisitations, instruction on methodologies, strategies and best practices. Participants are issued certificates with the number of hours completed for each Professional Development activity. These certificates are copied and placed in teacher files.

4. Workshops are given in English and parents native language. Survey responses are analyzed and activities and programs are planned to meet parent needs; such as adult ESL, GED programs workshops about financial literacy helath, domestic violence, understanding student assessment, etc. Communication between parents and administration is open and ongoing as is communication between teachers, the parent coordinator and parents.

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

weekends. Events are planned by ESL providers, Parent Coordinators, Administrators and Teachers.

2. The school partners with Project Hospitality, The Department of Parks and Recreation, New York Cares, The Food Bank of New York, El Centro, The Port Richmond Health Clinic, The New York Public Library, The College of Staten Island, Wagner College, The NYPD

E. Parental Involvement

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

1. ELL Parents are integrated into all aspects of school life including the PTA and School Leadership Team. Parent workshops are held once or twice a week. Special events such as Family Literacy Night, Family ART Night, Family Math Night, etc. are planned. Classes in ESL are provided for parents as well as GED classes. Parent Volunteers are trained through programs such as Learning Leaders and assist and volunteer at school. Our Parent Coordinator schedules family trips to various cultural institutions, museums and performances on weekends. Events are planned by ESL providers, Parent Coordinators, Administrators and Teachers.

2. The school partners with Project Hospitality, The Department of Parks and Recreation, New York Cares, The Food Bank of New York, El Centro, The Port Richmond Health Clinic, The New York Public Library, The College of Staten Island, Wagner College, The NYPD, the New York Fire Department, the Jewish Community Center and Health Plus. Speakers are invited to present at PTA Meetings and various workshops. Family Cookshop is a program for Adults aligned with the student Cookshop Program at the school and facilitated through the New York Food Bank.

3. Parental Needs Analyses are conducted through Parent Surveys developed by the Parent Coordinator and the Bilingual /ESL Team, The Environmental Learning Survey; an open door policy with administration and staff that encourages inquiry and collaboration; availability of a bilingual Parent Coordinator who coordinates Parent Outreach; parental input at PTA Meetings and School Leadership Team Meetings. All written communication is delivered in Spanish and English; all meetings are conducted in both languages. On site staff members are called upon for Spanish and Arabic translation as needed.

4. Parent Workshops are held about twice a week and are a direct result of the needs assessment administered. Workshops include such topics as Health Issues, Special Education Services, Access to ARIS, Discipline, How to Get Involved in Your Child's Education, Financial Literacy, Immigration, Citizenship, Bullying, Homework Help, Shopping Wisely, Educational Standards, Understanding Student Report Cards, How to Get the Most Out of Parent Teacher Conferences, etc. Parent Activities include Family Art Night, Family Literacy Night, Adult GED Classes, Adult ESL Classes. Parents are encouraged to take part in the Parent Teacher Association as well as the School Leadership Team.

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3. Parental Needs Analyses are conducted through Parent Surveys developed by the Parent Coordinator and the Bilingual /ESL Team, The Environmental Learning Survey; an open door policy with administration and staff that encourages inquiry and collaboration; availability of a bilingual Parent Coordinator who coordinates Parent Outreach; parental input at PTA Meetings and School Leadership Team Meetings. All written communication is delivered in Spanish and English; all meetings are conducted in both languages. On site staff members are called upon for Spanish and Arabic translation as needed.

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Part V: Assessment Analysis

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.

1 - 3. Early grade literacy skills are assessed using both ECLAS-2 & Fountas & Pinnell Benchmark Assessments as well as in-house teacher created assessments with focus on fluency and phonemic awareness. Assessments allows us to pinpoint where students weakness & strengths fall. Data has shown that our ELL's require additional supports in the areas of comprehension, vocabulary development and phonemic awareness. An emphasis is placed on teaching comprehension skills/strategies, opportunities to expand prior knowledge, to

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.

As a school we provide a multitude of opportunities for our students and parents that they otherwise might not experience; activities include but are not limited to attending performances, visiting cultural institutions and museums throughout the city; participating in visual art, music and drama programs; participating in school spirit activities and parent and student leadership programs. These activities enhance student's background knowledge, vocabulary and motivation which enable them to make real world connections to a variety of content areas. It also helps to build a sense of community which therefore promotes a sense of empowerment and ownership. An increase of bilingual staff has assisted in improving positive communication between school and home which has led to a greater sense of community. The involvement of parents of ELL's has increased dramatically over the past few years, thereby placing an emphasis on the importance and value of education.

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)	16	31	3	3	1	2								56
Intermediate(I)	10	14	15	14	3	2								58
Advanced (A)	14	7	26	13	19	10								89
Total	40	52	44	30	23	14	0	0	0	0	0	0	0	203

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	0	0	0	1							
	I		26	3	1	0	1							
	A		21	31	11	3	5							
	P		3	10	17	20	7							
READING/ WRITING	B		31	3	2	1	2							
	I		14	15	14	3	2							
	A		6	20	13	19	9							
	P		1	6	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	8	12	2	0	22
5	2	10	2	0	14
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	1	0	2	0	1	0	0	0	4
4	2	0	13	0	8	0	0	0	23
5	0	1	6	1	6	0	0	0	14
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	0	1	3	1	8	0	1	0	14
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				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				

New York State Regents Exam

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

Native Language Tests

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

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

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

1 - 3. Early grade literacy skills are assessed using both ECLAS-2 & Fountas & Pinnell Benchmark Assessments as well as in-house teacher created assessments with focus on fluency and phonemic awareness. Assessments allows us to pinpoint where students weakness & strengths fall. Data has shown that our ELL's require additional supports in the areas of comprehension, vocabulary development and phonemic awareness. An emphasis is placed on teaching comprehension skills/strategies, opportunities to expand prior knowledge, to expose children to a wider range of vocabulary. Data also indicates that our younger students are more proficient in speaking than in reading and writing. Likewise, our older students are more proficient in listening and speaking than in reading and writing. for this reason, the emphasis of our instructional program shifts from strengthening oral language and building its connections to text, to strengthening reading comprehension and building its connections to written responses. Syntax, structure, figurative language, idioms and unusual vocabulary are all considered as teachers plan an integrated curriculum . Academic language is developed through the use of non-fiction texts and through opportunities to manipulate, categorize and classify real world items.

Staff members included in the process of making instructional decisions for ELLS include Administration, the Instructional Team which includes the ESL Coordinator, classroom teachers, cluster teachers and Administration.

4. a. For both Bilingual and ESL programs, the majority of growth is seen in speaking and listening for beginner and intermediate students. As students progress in proficiency, there are more gains in reading than writing. These trends hold true for all grade levels. Students with disabilities tend to make lesser gains as indicated by the data. There is a statistically insignificant number of students who test in their Native Language therefore, there is insufficient data.

b. Teacher review children's performance on the ELL periodic assessment and based on a skills analysis, instruction is targeted, groups differentiated and instruction redirected. Additional support is provided to increase comprehension skills.

c. We are able to determinie from the ELL periodic assessments that students have difficulty with grade level vocabulary which negatively impacts their comprehension skills. With this information we are able to plan instruction and interventions accordingly. Cognates and bilingual dictionaries are used as well as visual representation via the use of technology to enhance instruction to meet the

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.

As a school we provide a multitude of opportunities for our students and parents that they otherwise might not experience; activities include but are not limited to attending performances, visiting cultural institutions and museums throughout the city; participating in visual art, music and drama programs; participating in school spirit activities and parent and student leadership programs. These activities enhance student's background knowledge, vocabulary and motivation which enable them to make real world connections to a variety of content areas. It also helps to build a sense of community which therefore promotes a sense of empowerment and ownership. An increase of bilingual staff has assisted in improving positive communication between school and home which has led to a greater sense of community. The involvement of parents of ELL's has increased dramatically over the past few years, thereby placing an emphasis on the importance and value of education.

Part VI: LAP Assurances

School Name: <u>P.S. 20</u>		School DBN: <u>31R020</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie A. Muñoz	Principal		1/1/01
Annette Steenwerth	Assistant Principal		1/1/01
Nolvia Cartagena	Parent Coordinator		1/1/01
Lupe Walowitz	ESL Teacher		1/1/01
Esmeralda Cabañas	Parent		1/1/01
Sharlene Velez	Teacher/Subject Area		1/1/01
Cynthia Rodriguez	Teacher/Subject Area		1/1/01
Kelly McCann	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Richard Gallo	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R020 **School Name:** The Christy J. Cugini Port Richmond

Cluster: 6 **Network:** CFN 604

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.

An Analysis of Home Language Surveys and the ATS Report of Adult Preferred Language (RAPL) ascertains languages spoke and written by parents and guardians.

In house created Parent surveys are used to assess the particular needs, wants and desires of parents in both English and Spanish.

The annual Environmental Survey is analyzed to assess the level of parent engagement and satisfaction with communication.

Faculty is also surveyed regarding various issues such as; parent out reach, homework help, home school connections, etc..

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.

There is a strong need for multi-language oral and written interpretations {primarily Spanish, a small yet growing population of Yemen and of Meztaco (an indiginous Mexican dialect} regarding not only written communication, but also home school connections, group meetings and one on one meetings or encounters with parents.

Findings are reported to the community through translated written communication (Monthly newsletter, letter to parents) and at the initial Parent Meeting in September which is translated.

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.

Per session funding is used to compensate experienced bilingual staff members to be freed and translate written material in a timely fashion.

A Bilingual Secretary is used to translate written communication into Spanish.

Bilingual Parent Learning Leaders are used to help translate written material.

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.

On site faculty members will be compensated via per session activities to conduct and or assist with oral translations at Parent meetings and workshops.

A bilingual secretary and Parent Coordinator are utilized to assist with oral translation on a daily basis.

A multi-lingual School Messenger service is utilized.

Phone messages and voicemail are provided in multi languages

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>.

A sign in each of the most prominent covered languages indicating the availability of interpretation services is conspicuously posted at the main entrance.

Parents whose primary language is a covered language and who require language assistance services will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

P.S. 20's Safety Plan includes the procedure for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices.

All school documents will be available in the most prominent covered languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Christy J.Cugini Port Richmond	DBN: 31R020
Cluster Leader: Jose Delacruz	Network Leader: Richard Gallo
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 20 has been designated a School in Need of Improvement Year 1 because both Students with Disabilities and English Language Learners (ELLs) did not make adequate yearly progress in ELA. This designation as well as an analysis of portfolio work, NYSESLAT, the ELL Periodic Assessment, Acuity and teacher made assessments determine student eligibility for supplemental instruction. ELLs and ELLs with disabilities in grades 3, 4 and 5 will be targeted for differentiated, small group instruction in an After School Program. Instruction will be provided in English by ESL and/or bilingual certified teachers. Instruction will include comprehensible input, opportunities for verbal discussion, use of contextualized language, and opportunities for involvement in the the classroom. Teachers will facilitates second language learning by using:

- Modeled talk-teachers will use gestures, visuals, and demonstrtions
- Vocabualry and reading- students will read extensively in English supplemented by text in native language. Lessons will include read aloud, echo reading, choral reading, guided reading, native language literature and open book discussion.
- Students will develop graphophonemic awareness which contributes greatly to children's ability to read words both in isolation and connected texts.

In addition, all students will be prepared for the administration of NYSESLAT using test preparation materials.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Trends indicate that the number of ELLs is increasing across all grade levels. In addition, the analysis of student portfolios, NYSESLAT, interim assessments and summative assessments indicate a need for increased Professional Development to improve teacher effectiveness. Classes are hetereogeneously grouped resulting in the need to provide Professional Development to Title III Program Teachers as well as all instructional staff across all grades and curriculum areas. Professional Development opportunities will be provided in-house by ESL teachers and hired consultants, district wide by our Network's ELL Specialist and by consultants working throughout the city on a monthly basis throughout the year. Topics will include honing best practices in ESL pedagogy, vocabualry and language developemnt, strategies for reading comprehension and writing. Administrators will also engage in short, frequent cycles of observation with immediate teacher feedback.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The analysis of student portfolios, NYSESLAT, interim assessments and summative assessments as well as the School Environmental Parent Survey indicate the need to continue increasing opportunities for parental involvement. All written communication will be translated in addition to all parent meetings and activities. The bilingual Parent Coordinator will facilitate workshops along with P.S.20 staff members and members of different Community Based Organizations. Weekly workshops will include topics such as Student Assessment, Homework Help, Understanding the Common Core Standards, Financial Literacy, Health Issues, Family Issues. Curriculum Conferences will be held during the year as well as Parent teacher Conferences. Parents will be offered Spanish GED classes as well as adult ESL classes. The Parent Coordinator will send a monthly calendar of events to parents as well as reminder letters of events. In addition, meetings, workshops and events will be outlined in the school's monthly newsletter and posted on the school's website.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		