



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/MS 20

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X020

PRINCIPAL: CAROL CARLSEN **EMAIL:** CCARLSE@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENEDEZ

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
Carol Carlsen	*Principal or Designee	
Michelle Edelson	*UFT Chapter Leader or Designee	
Miguel Agostini	*PA/PTA President or Designated Co-President	
Miriam Diaz	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kerry Weinbaum	CSA Member/Assistant Principal	
Jaleelah Cooke	Staff - Chairperson	
Carol Penna	Staff – SLT Secretary	
Omayre Romero	Parent Member	
Aracelis Penafiel	Parent Member	
Sufia Begum	Parent Member	
Najma Aktari	Parent Member	
Zulema Rosales	Parent Member – Title I	
Sandra Hidalgo	Parent Member	

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

*By June 2012, students in grades 3-8 will demonstrate progress towards achieving state standards as **measured** by a 3% increase in scoring at Level 3 & 4 on the NYS ELA assessment.*

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed decreases in performance on the English Language Arts assessment. As a result, we have made progress for all student subgroups a priority goal for the school year.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Integration of formal reading assessments (WRAP, Benchmark, Acuity) to identify and prioritize targeted instructional lessons; Interim assessments to monitor and revise curriculum; use of rubrics with the language of the core standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing all student subgroups.*
- *Responsible Staff Members: Principal, Assistant Principals and Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *Creation of AIS Team: Students in grades 5-8 are grouped heterogeneously based on the data from the NYS assessments, benchmark and WRAP assessments. Students in the bottom third of the grade are programmed for double literacy periods every day and receive instruction in small group from the literacy, ESL and SETSS, and F-Status teachers. All teachers and administrators who support these students meet weekly to discuss progress and strategies for improved student outcomes. Students in grades 3 and 4 who are in the bottom third of the grades receive the support of 2 F-Status teachers, an ESL teacher and a SETSS teacher. The students who receive these additional supports are also part of the UFT extended time sessions, after school and Saturday programs.*
- *Target Population(s): Teams of Teachers working with students who are not making acceptable gains, including ELL, SWD.*
- *Responsible Staff Members: Principal, Assistant Principals, Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.*
- *Common preps, 50 minute collaboration periods, and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new CCLS expectations for student performance*
- *Teachers will participate in on-going study groups to maximize implementation of lessons plans*

Periodic Assessment Dates: November 2011 (formative), December 2011 (CCLS task), January 2012 (predictive) and March 2012 (CCLS task)

Strategies to increase parental involvement

- *ELA workshops and information sessions with parents will be offered on a quarterly basis. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
- *The school is developing a web site to enable parents to receive progress reports and communications from teachers and administrators regarding student learning targets*
- *The school will host a curriculum night*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.*
- *The school distributes a parent handbook that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers, struggling and un-qualified teachers.*

Service and program coordination

- *The school has established a Pre-K program that focuses on improving the oral language abilities and emergent literacy skills needed to ensure a successful transition to the lower elementary school grade. The curriculum for the program aligns itself with the CCLS.*
- *A Family Worker provides outreach to parents for meetings regarding test results, high school application process, student performance and progress, and to improve attendance*

Budget and resources alignment

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 and Title III funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (4 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day*
- *Consumable instructional materials that support the AIS program described in Activity #2*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (4 days per week) for after school programs and differentiated professional development.*

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

*By June 2012, students in grades 3-8 will demonstrate progress towards achieving state standards as **measured** by a 5% increase in scoring at Level 3 & 4 on the NYS Math assessment.*

Comprehensive Needs Assessment

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that although our overall student population showed an increase in performance on the Math assessment in 2011, the overall proficiency rates are still 30% lower than they were in 2009. As a result, we have made progress for all student subgroups a priority goal for the school year.

Instructional Strategies/Activities

Activity #1

- *Professional Development: PD will be given on the following topics: Integration of formal math assessments (Benchmark and Acuity) to identify and prioritize targeted instructional lessons; Interim assessments to monitor and revise curriculum; use of rubrics with the language of the core standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Principal, Teachers servicing all student subgroups.*
- *Responsible Staff Members: Assistant Principals and Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *Creation of AIS Team: Students in grades 5-8 are grouped heterogeneously based on the data from the NYS assessments and benchmark assessments. Students in the bottom third of the grade are programmed for double math periods every day and receive instruction in small group from the literacy, ESL and SETSS, and F-Status teachers. All teachers and administrators who support these students meet weekly to discuss progress and strategies for improved student outcomes. Students in grades 3 and 4 who are in the bottom third of the grades receive the support of 2 F-Status teachers, an ESL teacher and a SETSS teacher. The students who receive these additional supports are also part of the UFT extended time sessions, after school and Saturday programs.*
- *Target Population(s): Teams of Teachers working with students who are not making acceptable gains, including ELL, SWD.*
- *Responsible Staff Members: Principal, Assistant Principals, Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.*
- *Common preps, 50 minute collaboration periods, and grade conferences will be designated to revising curriculum maps and pacing calendars to better match new CCLS expectations for student performance*
- *Teachers will participate in on-going study groups to maximize implementation of lessons plans*

Periodic Assessment Dates: November 2011 (formative), December 2011 (CCLS task), January 2012 (predictive) and March 2012 (CCLS task)

Strategies to increase parental involvement

- *Math workshops and information sessions with parents will be offered on a quarterly basis. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
- *The school is developing a web site to enable parents to receive progress reports and communications from teachers and administrators regarding student learning targets*
- *The school will host a curriculum night*
- *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.*
- *The school distributes a parent handbook that is translated in all the dominant languages.*
- *Parents will be trained on how to use ARIS Parent Link.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
- *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers, struggling and un-qualified teachers.*

Service and program coordination

- *The school has established a Pre-K program that focuses on improving the oral language abilities and emergent literacy skills needed to ensure a successful transition to the lower elementary school grade. The curriculum for the program aligns itself with the CCLS.*
- *A Family Worker provides outreach to parents for meetings regarding test results, high school application process, student performance and progress, and to improve attendance*

Budget and resources alignment

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- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (4 days per week) for after school programs and differentiated professional development.*

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

*By June 2012, Limited English Proficient and Students with Disabilities student groups in grades 3-8 will demonstrate progress towards achieving state standards as **measured** by a 3% increase in scoring at Level 3 & 4 on the NYS ELA assessment and will meet the AYP.*

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that the ELL and SWD student groups have underperformed all other student groups on the English Language Arts assessment. As a result, we have made progress for our ELL and SWD all student subgroups a priority goal for the school year.

Instructional strategies/activities

Activity #1

- *Professional Development: PD will be given on the following topics: Integration of formal reading assessments (WRAP, Benchmark, Acuity) to identify and prioritize targeted instructional lessons; Interim assessments to monitor and revise curriculum; use of rubrics with the language of the core standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. Network Special Education Instructional Specialist will provide bi-monthly support in middle school Self-Contained classes in order to provide teaching strategies that accelerate learning opportunities. Educational Assistants will have bi-monthly professional development with a focus on expanding the roles and responsibilities of their positions through the collection of student data. These trainings, which will include sessions on the new CCLS, will be conducted by Network and District 75 Instructional Specialists. Principals and supervisors will engage in frequent classroom visits using the Danielson professional development rubric via **Teachscape** to collect data and provide immediate feedback in order to improve teacher practice. Identified teachers will meet weekly and act as mentor partners for teachers of SPED and ESL to provide opportunities for inter-visitations and coaching experiences that increase delivery of instruction.*
- *Target Population(s): Teachers servicing all student subgroups.*
- *Responsible Staff Members: Principal, Assistant Principals and Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *Creation of AIS Team: Students in grades 5-8 are grouped heterogeneously based on the data from the NYS assessments, benchmark and WRAP assessments. Students in the bottom third of the grade are programmed for double literacy periods every day and receive instruction in small group from the literacy, ESL, SETSS, and F-Status teachers. All teachers and administrators who support these students meet weekly to discuss progress and strategies for improved student outcomes. Students in grades 3 and 4 who are in the bottom third of the grades receive the support of 2 F-Status teachers, an ESL teacher and a SETSS teacher. The students who receive these additional supports are also part of the UFT extended time sessions, after school and Saturday programs. SWD have been programmed for Academic Recovery periods during the day to connect with mentor teachers who monitor their progress. All AIS students, including the SWD and ELL groups, are assigned to the i-Lab for work on web-based, individualized learning programs.*
- *Target Population(s): Teams of Teachers working with students who are not making acceptable gains, including ELL, SWD.*
- *Responsible Staff Members: Principal, Assistant Principals, Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
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- Teachers will participate in on-going study groups to maximize implementation of lessons plans

Periodic Assessment Dates: November 2011 (formative), December 2011 (CCLS task), January 2012 (predictive) and March 2012 (CCLS task)

Strategies to increase parental involvement

- ELA workshops and information sessions with parents will be offered on a quarterly basis. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school is developing a web site to enable parents to receive progress reports and communications from teachers and administrators regarding student learning targets
- The school will host a curriculum night
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.
- The school distributes a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support new teachers, struggling and un-qualified teachers.

Service and program coordination

- The school has established a Pre-K program that focuses on improving the oral language abilities and emergent literacy skills needed to ensure a successful transition to the lower elementary school grade. The curriculum for the program aligns itself with the CCLS.
- A Family Worker provides outreach to parents for meetings regarding test results, high school application process, student performance and progress, and to improve attendance

Budget and resources alignment

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- Teacher per session (4 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

*By June 2012, Limited English Proficient and Students with Disabilities student groups in grades 3-8 will demonstrate progress towards achieving state standards as **measured** by a 5% increase in scoring at Level 3 & 4 on the NYS Math assessment and will meet the AYP.*

Comprehensive Needs Assessment

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Instructional Strategies/Activities

Activity #1

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- *Target Population(s): Teachers servicing all student subgroups.*
- *Responsible Staff Members: Principal, Assistant Principals and Data Specialist*
- *Implementation Timeline: September 2011 through June 2012*

Activity #2

- *Creation of AIS Team: Students in grades 5-8 are grouped heterogeneously based on the data from the NYS assessments, benchmark and WRAP assessments. Students in the bottom third of the grade are programmed for double literacy periods every day and receive instruction in small group from the literacy, ESL, SETSS, and F-Status teachers. All teachers and administrators who support these students meet weekly to discuss progress and strategies for improved student outcomes. Students in grades 3 and 4 who are in the bottom third of the grades receive the support of 2 F-Status teachers, an ESL teacher and a SETSS teacher. The students who receive these additional supports are also part of the UFT extended time sessions, after school and Saturday programs. SWD have been programmed for Academic Recovery periods during the day to connect with mentor teachers who monitor their progress. All AIS students, including the SWD and ELL groups, are assigned to the i-Lab for work on web-based, individualized learning programs*
- *Target Population(s): Teams of Teachers working with students who are not making acceptable gains, including ELL, SWD.*
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- Parents will be trained on how to use ARIS Parent Link.

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Service and program coordination

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- Teacher per session (4 days per week) for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	6-10	5	3	3
1	25	25	N/A	N/A	2	3	2	4
2	20	20	N/A	N/A	2	3	1	4
3	30	30	N/A	N/A	6	3	3	6
4	30	30	30	30	12	4	8	5
5	40	40	40	40	22	5	16	6
6	66	66	66	66	24	5	8	5
7	45	45	45	45	30	4	22	4
8	30	30	30	30	60	3	22	3
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	Students in the bottom third of the grade receive AIS in small group and in one-to-one sessions during the day. Literacy, SETSS, ESL and F-Status teachers are assigned students based on their level and intended need. The services for these students continue as part of the UFT designated extended time. Many of the students also participate in our afterschool program. Several programs are used including Wilson, Harcourt Intervention, Pearson Navigator and Longman programs, and Achieve 3000. Included in our support for our at risk students is our program for our struggling ELL and SWD students..
Mathematics	Students in the bottom third of the grade receive AIS in small group and in one-to-one sessions during the day. Literacy, SETSS, ESL and F-Status teachers are assigned students based on their level and intended need. The services for these students continue as part of the UFT designated extended time. Many of the students also participate in our afterschool program. Several programs are used including Math Coach, Rally Essential Skills, and SkillsTutor. Included in our support for our at risk students is our program for our struggling ELL and SWD students.
Science	The AIS program aligns its instruction across all curriculum areas.
Social Studies	The AIS program aligns its instruction across all curriculum areas.
At-risk Services provided by the Guidance Counselor	The guidance counselor provides peer mediation and at-risk counseling to support academic goals. These sessions are conducted during the school day.
At-risk Services provided by the School Psychologist	The school psychologist meets with students once a week during the school day for at risk counseling to help increase on task classroom behavior. Crisis intervention is also provided
At-risk Services provided by the Social Worker	The social work meets with students in crisis and facilitates parent contact and the placement process for students awaiting alternate sites.
At-risk Health-related Services	During the school day, the nurse will provide emergency medical support as needed. The nurse will also regularly see students with chronic and acute ailments. Paraprofessionals also support students with health concerns during fire/evacuation drills.

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. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds,

which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 promptly 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: 10X020 **School Name:** PS/MS 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.

The SWD did not make AYP for the 2011 assessments in both ELA and Math. The LEP subgroup did not make AYP for participation in ELA and performance in Math. After conducting a three-year trend analysis of student performance data on state assessments, it was determined that the ELL and SWD student groups have underperformed all other student groups on the NYS English Language Arts and Math assessments.

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.

In order to support these two subgroups, the school has created an AIS program to address the low performance in both ELA and math.

- **Student Support:** Students in grades 5-8 are grouped heterogeneously based on the data from the NYS assessments, benchmark and WRAP assessments. Students in the bottom third of the grade are programmed for double math and literacy periods every day and receive instruction in small group from the literacy, ESL, SETSS, and F-Status teachers. All teachers and administrators who support these students meet weekly to discuss progress and strategies for improved student outcomes. Students in grades 3 and 4 who are in the bottom third of the grades receive the support of 2 F-Status teachers, an ESL teacher and a SETSS teacher. The students who receive these additional supports are also part of the UFT extended time sessions, after school and Saturday programs. SWD have been programmed for Academic Recovery periods during the day to connect with mentor teachers who monitor their progress. ELL students attend an after school and Saturday program to provide additional support in math. All AIS students, including the SWD and ELL groups, are assigned to the i-Lab for work on web-based, individualized learning programs.
- **Teacher Support:** PD will be given on the following topics: Integration of formal reading assessments (WRAP, Benchmark, Acuity) to identify and prioritize targeted instructional lessons; Interim assessments to monitor and revise curriculum; use of rubrics with the language of the core standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. Network Special Education Instructional Specialist will provide bi-monthly support in middle school Self-Contained classes in order to provide teaching strategies that accelerate learning opportunities. Educational Assistants will have bi-monthly professional development with a focus on expanding the roles and responsibilities of their positions through the collection of student data. These trainings, which will include sessions on the new CCLS, will be conducted by Network and District 75 Instructional Specialists. Principals and supervisors will engage in frequent classroom visits using the Danielson professional development rubric via **Teachscape** to collect data and provide immediate feedback in order to improve teacher practice. Identified teachers will meet weekly and act as mentor partners for teachers of

SPED and ESL to provide opportunities for inter-visitations and coaching experiences that increase delivery of instruction.

- **Parent Support:** ELA and Math workshops and information sessions with parents will be offered on a quarterly basis. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
 - The school is developing a web-site to enable parents to receive progress reports and communications from teachers and administrators regarding student learning targets
 - The school will host a curriculum night
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled Parent Association meetings to share information and respond to parent questions and inquiries.
 - The school distributes a parent handbook that is translated in all the dominant languages.
 - Parents will be trained on how to use ARIS Parent Link.
 - A Family Worker provides outreach to parents for meetings regarding test results, high school application process, student performance and progress, and to improve attendance

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.

Per session has been allocated for Teacher Leaders and other identified staff to align the CCLS with the curriculum maps; develop writing tasks for literacy and math; analyze data; and training for new teachers. F-Status teachers have been hired to mentor new teachers.

Special Education teachers will participate in bi-monthly professional development sessions that address teaching strategies that accelerate learning opportunities. Educational Assistants will have bi-monthly professional development with a focus on expanding the roles and responsibilities of their positions through the collection of student data. These trainings, which will include sessions on the new CCLS, will be conducted by Network and District 75 Instructional Specialists.

All teachers of ESL students in grades 3-8 will participate in weekly professional development sessions that address strategies to effectively teach math to second language learners; differentiating for ELL students; and goal setting.

The school has purchased new resources – Foundations, Navigator, Longman – for Special Ed and ESL support. Teachers will be trained on how to implement these programs for their identified groups.

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

New teachers will work closely with mentors and participate in bi-monthly sessions that cover school wide instructional practices, ESL mandated training, and the use of the Danielson rubric. Topics will also include data analysis, goal setting, and action plans. Study groups will address how to use Reading Leveled Libraries to support reading strategies. Buddy partnerships between new and experienced staff to support teaching and learning mandates.

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.

The school will notify parents in a letter that identifies the areas for improvement in multiple languages, including Spanish and Bengali, which will be sent home with students. Additionally, the principal will distribute letters at the December and January Parent Association meetings.

**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 Bob Cohen	District 10	Borough Bronx	School Number 020
School Name PS/MS 20 Police Officer George Werdann			

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

Principal Carol Carlsen	Assistant Principal Juan Flores A.P.
Coach None	Coach None
ESL Teacher Irmi Sarkar	Guidance Counselor John Scanlon
Teacher/Subject Area Lisa Lopez ESL/Literacy	Parent Miguel Agostini
Teacher/Subject Area George Lynch ESL/Math	Parent Coordinator None
Related Service Provider Elaine Rivera	Other ESL Teacher, Lissette Torres
Network Leader Bob Cohen	Other ESL Teacher, Lea Daley

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	8	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3		

D. School Demographics

Total number of students in school	1082	Total Number of ELLs	274	ELLs as share of total student population (%)	25.32%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Initial identification of ELLs:

Every year starting in March during K registration we start the initial process of identifying students who come from homes where a second language is spoken. This is part of our intake, an informal interview process conducted by licensed pedagogues. We conduct parent orientations, show the parent orientation video, and provide parents with information regarding program options in the event that their child qualifies for LAB-R testing and is found to be entitled. In September students and parents are interviewed using the HLIS and identified students are administered the LAB –R by Ms. Sarkar(K-4) and or Ms. Daley (5-8) our ESL teacher specialists. Students of all other grades are similarly interviewed and then administered the HLIS. Students are administered the LAB-R if they are identified as ELLS based on parents HLIS responses. This process occurs on an ongoing basis throughout the year at the time of registration of all students new to the system. 67.4% of our students are from Spanish speaking families. Students are interviewed with their parents in English and or in Spanish. Students of other lower incidence languages are interviewed in English and or Bengali or Albanian, and Urdu through interpretations done by teachers or educational assistants who speak the native language of the parent in the presence of a licensed ESL teacher.

Once ELLs are identified and students are officially enrolled in September LAB Rs are administered by Ms. Sarkar, Ms. Daley 2 of our licensed ESL teachers. Spanish LABs are administered by Mr. Flores A.P. All LAB-Rs are hand scored and students are placed within the first 10 days of their registration school based on parents' program selection forms throughout the year. Entitlement, non-entitlement, and continuation of service letters are mailed out in the fall. Copies of all ELL related documents: HLIS, Program Selection Forms, letters to parents related to ELLs entitlement are kept on file in Mr. Flores, the A.P.'s office in room 215.

We have 8 fully licensed ESL teachers on staff. During the NYSESLAT administration period the NYSESLAT is administered by ESL teachers K-8 according to NYSESLAT testing regulations. NYSESLAT eligibility is determined based on the RLER report from ATS and by keeping records of recent arrivals who are identified as ELLs based on the HLIS and the handscoring of the LAB-R. NYSESLAT testing is conducted as per window dates provided by New York State. ELLs in self contained ESL classes and easily be administered each of the test components due to fact that they have already been grouped.

2. Parent Program Choice:

In order to ensure that parents understand program options offered by the BOE, the following structures have been put in place:

Parent orientation meetings are held starting in September for parents of all entering K students. The identification of ELLs process begins with interviews conducted by our myself and by our out of classroom ESL teachers.

Parent orientation meetings are repeated in September for parents of all incoming K students until we are satisfied that all parents have attended an orientation session and have had the opportunity to understand the programs that serve ELLs available in the DOE.

Parent orientation and program options information is provided on an ongoing basis for the parents of ELLs that arrive throughout the school year K-8.

Orientation meetings include the presentation of the parent orientation video, which describes the program options available throughout the system. All program options are fully described and parents have the opportunity to ask questions. Our translators on staff include

speakers of Hindi, Bengali, Albanian, Spanish, French. These staff members are made available so that parents can ask any and all questions in their native language. Parents receive copies of the parent guide in English, as well as, in their native languages available through the DOE. Parent outreach is done by our family worker for those parents who according to our school data have failed to attend an orientation meeting and or who need to fill out missing paperwork on an ongoing and as needed basis. To date the numbers of parents choosing TBE or Dual Language programs has not been significant enough to support the opening of a TBE or Dual Language program.

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

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

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

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

To ensure that all required forms are completed and kept on file, our family worker stays in contact with the parents of all entitled ELLs. All required forms are completed, copied, and kept on file. Originals are placed in the students' cumulative record folder and copies are filed in Mr. Flores' office.

4. Placement of Students:

HLIS LAB-R identified students are administered the LAB –R. LAB-Rs are hand scored and student is placed in a program according to the LAB-R results. Parents are informed regarding LAB-R results and the entitlement or non-entitlement of their children in their native language. All ELL related forms, HLIS, Program Selection forms, and entitlement letters are copied and kept on file in Mr. Flores, A.P's office room 215. Every effort is made to communicate with the parents in their native language, Spanish, Hindi, Bengali, Albanian, French. so that parents fully understand the identification, placement process, and program options.

5. Parent Surveys and Program selection forms:

Parent survey and program selection forms are distributed and reviewed for program preferences upon collection.

Upon review of the Parent Survey and Program Selection Forms for the past three years, it is evident that a larger majority of our Spanish parents prefer ESL programs for their children over bilingual and dual language programs.

Case in point, for ELLs entering K in 2011: parents expressed their preference for ESL (64), 4 for TBE, and 8 for Dual Language. A review of program selection forms for all other grades revealed a similar preference for ESL in years past. Program selection data for all other grades including Special Education revealed the following program preferences: 135 ESL, 4 TBE, and 1 Dual Language cited as parent preferences.

6. Program alignment:

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

Part III: ELL Demographics

A. ELL Programs

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

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):
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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1									5
Push-In						1	1	1	1					4
Total	1	1	1	1	1	1	1	1	1	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	274	Newcomers (ELLs receiving service 0-3 years)	211	Special Education	35
SIFE	14	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	17

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	211	13	11	46	1	7	17		17	274
Total	211	13	11	46	1	7	17	0	17	274

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

C. Home Language Breakdown and ELL Programs

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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	37	44	24	23	26	9	9	12	12					196
Chinese				1			1							2
Russian														0
Bengali	6	8	8			4	2	2	4					34
Urdu	1	3	1		1		3							9
Arabic	3		2	1	1				2					9
Haitian		1												1
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian	1	2	3	2	2		2	1	1					14
Other	1	2		1	1		2	1						8
TOTAL	49	60	38	28	31	13	19	16	20	0	0	0	0	274

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A: Programming and Scheduling Information:

1. How instruction is delivered:

- 1a. P.S. M.S. 20 has established self-contained ESL classes in grades K to 4. In grades 5, 6, 7, and 8 due to students'

A. Programming and Scheduling Information

departmentalized schedules; one ESL teacher has been hired to serve ELL students in 6th, 7th and in 8th grades by pushing into content area classes to support groups of ELLs. Altogether we have hired 8 fully licensed and certified ESL teachers to serve our population of 276 ELLs. Recent arrivals, as well as, SIFE receive additional ESL support in small groups provided by our out of classroom ESL teachers. 2 out of the 8 ESL teachers are out of our self-contained ESL classrooms. These ESL teachers provide ELL students with support by either pushing in to help students with content being presented, pulling out and reinforcing and/or addressing areas of identified needs, and by providing additional supports according to the ELL students' needs in terms of English language proficiency level.

2. Organization of staff:

Students in grades K to 4 receive instruction through ESL methodologies from a licensed ESL teacher in their self-contained classes. In this way, we are assured that our students at all levels of proficiency are receiving the required periods of ESL instruction on a daily basis. Guided native language instruction is provided in Spanish, in Bengali, and or in Albanian by teachers and or educational assistants working with our ESL teachers and who are native speakers of these languages.

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

Out of classroom ESL use the chart provided by the Part 154 regulations to form their schedules so as to provide students who are not in self contained classes with the mandated number of minutes according to their level of proficiency.

3. How content areas are delivered:

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

4. Ensuring that students are evaluated in their native language: If students do not pass the LAB-R and they are Hispanic we administer the Spanish LAB. ESL teachers use native language to assess understanding in Spanish, Albanian, Bengali, and Urdu. For state testing purposes native language tests are ordered in advance if tests are available in the home languages of our recent arrivals. Staff members who speak the above languages provide native language support and or interpretation services on an as needed basis for students and for parents of ELLs.

5. How we differentiate instruction for ELL subgroups:

a. There are 14 students at our school currently identified as SIFE. These students are enrolled in the extended day program, as well as, the Title III ESL after school program. ESL teachers target SIFE students for small group instruction within their self contained classes and our out of classroom ESL teachers provide them with additional small group and one on one instruction time during the day. Rosetta Stone internet based log ins are provided so that these students can work both during the school day and at home on their letter recognition, letter sound relationships, sight word vocabulary, and other English language basics. Students are also invited to attend our Saturday ESL academy from 9am to 12. Special attention is paid to aligning assessments to the linguistic proficiency of students in order to appropriately monitor students' English language development as well as their acquisition of content area knowledge.

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

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

A. Programming and Scheduling Information

- d. ELL students beyond 6 years are also invited to participate in our math enrichment program with a focus on writing. They are also provided with additional test prep materials specifically tailored to the NYSESLAT. In this way targeted instruction includes NYSESLAT formats.
- e. Additional materials include but are not limited to the following: Depending on the grade and on the proficiency level needs of students-
- The New York Empire State NYSESLAT Finish Line for ELLs: English Proficiency (Continental Press)
 - Content Connections-Social Studies/Science (Benchmark Education)
 - Into English
 - Harcourt: Trophies ELL Intervention Program
 - Rosetta Stone Language Immersion Program
6. ELL students with special needs are provided services as per their IEP criteria. Our out of classroom ESL teachers push in to the Special Education classes to provide these students with ESL services and submit start dates, group size, and frequency information in SESIS.
- ESL teachers in partnership with Special Education teachers create specifically designed instruction for each special education ELL student according to the specific disabilities indicated in the student's IEP. This includes research based differentiated and intervention strategies along with specific accommodations and modifications of content. Strategies included are as follows: Repetition, Simplifying input (verbal or written instructions), Scaffolding, Total Physical Response (TPR), Extended Time, Teaching one concept at a time and allowing sufficient processing time, categorizing activities, Sharing instructional methods with parents for home practice, use of drawing, photographs, and common objects, use of technology, use of sensory feedback techniques (tactile letters), clear and explicit instructions and expectations. Instructional strategies for ELLs in self contained ESL similarly include: Simplifying the input (verbal and written instructions), scaffolding of information through the use of graphic organizers, Total Physical Response and Role Play, Connections to primary language and cultures through guided native language and through cultural based activities, sufficient "wait time" "think time", sufficient practice and reinforcement activities, ongoing comprehension checks (both oral and written), use of contextual clues, frequent checks for understanding, learning that is learner centered and content driven, accessing students' prior knowledge, building background knowledge, using drawings, photographs, and common objects, categorizing activities, addressing listening, speaking, reading, and writing

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	education are pulled out to receive services from our out of classroom ESL teachers so as to provide these students with exposure time to other ESL students in a less restrictive environment. Flexibility is built into the programming through the programming of our out of classroom ESL specialists.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

speaking. Do not include:

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. Targeted intervention programs for ELLs ELA, Math, and other content areas: Teachers administer benchmark assessment and formative assessments every 4 to 5 weeks. Teachers analyze data results for areas of needed improvement. Teachers form target groups for specific skills that need to be improved upon and focus on re-teaching and on progress monitoring in literacy and in math. Content areas, Social Studies and Science are similarly addressed. Students identified as first time testers in ELA are provided additional support through our extended day program and through our test prep Saturday academies. Targeted recent arrival (0-2 years of service) students are invited to participate in the Title III program for additional math support. Social studies skills for intermediate and advanced NYSESLAT students are addressed through classroom instruction and practice on Document Based Questions and through interdisciplinary units that focus on developing students' ability to read increasingly complex texts and through writing tasks that develop students' critical thinking skills. Targeted 1st and 2nd year ELLs facility in the area of science is supported depending on the grade level through Science Labs or through partnerships between the science teachers and our ESL specialists. We have speakers of Spanish, Albanian, Hindi, Urdu, Bengali on staff. Guided native language instruction is provided by teachers in self contained ESL classes by ESL teachers or by push in or pull out ESL specialists, additional support for teachers in terms of providing guided native language instruction in Albanian is provided by educational assistants who can assist teachers in providing comprehensible instruction for students who are Albanian speakers.

9. Plan for continuing transitional support:

For the most part, if at all possible and with parent's permission, we maintain our proficient students in self contained ESL classes for 1 year beyond their passing the NYSESLAT if class size permits. ELLs who pass NYSESLAT are entitled to extended time on all state tests. This transitional support is provided for one year after passage of the NYSESLAT. ELLs who are transitioned to general education classes in their 2nd year of being not entitled are closely monitored and are supported through target group and small group differentiated instruction by their classroom teachers and by the push in ESL teachers.

10. Program improvement for this year: Focus will be on getting better at data analysis and progress monitoring of ELL students by modality and growth from one year to the next in each of the modalities. In addition we are looking closely at alignment of assessment tasks to the CCLS and the linguistic level of each of the students. We are looking to match the assessments to the English language level of the students in order to support learning across the content areas.

11. Programs we will discontinue: None at this time.

12. Equal Access to programs:

All ELLs are eligible and entitled to participate in our self contained ESL program. ELLs with additional needs are invited to attend both the extended day program from 2:20pm to 3:10 pm and our math enrichment after school program, from 3:15 pm to 4:15 pm on Wednesdays and Thursdays. ELL students are also invited to our Saturday academy for ELA and Math test prep. Finally, we schedule field trips to help build background knowledge and to support writing development based on real life experiences. ELLs are encouraged to participate in our music program (lower school and middle school chorus) and in all our middle school sports programs including cheerleading.

12b. Supplementary services at this time include: Title III Math Enrichment Program paid through Title III. Partnership with Mosholu Community Center Program for Immigrant Families tutoring program for middle school students and their parents. Funding source grant from federal government. The goal of the Title III math enrichment program is to better prepare students for the New York State Mathematics test. Special attention is paid to students who are recent arrivals and who are required to take the math test. The goal of the Immigrant Families program is to help middle school students and their families through homework help and content area tutoring and to provide ESL, GED, and citizenship classes for the parents of our middle school students.

B. Programming and Scheduling Information--Continued

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

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)?

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

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff:

As the Assistant Principal and ESL Program Coordinator, I attend monthly professional development meetings provided by our network. Upon my return to the school I provide turnkey professional development to the principal and to the other APs. As a community we are involved in a differentiated teaching and learning professional development initiative. We have ESL teachers working at every grade level K-8 who serve as specialists in providing their common branch colleagues professional develop in terms of addressing the needs of ELLs. ESL teachers meet with the ESL coordinator once a month for professional development in order to serves as liaisons and advocates for our ELLs. We are currently working on the writing of tasks that align both with the CCLS and the New York State standards that are differentiated according to the content and linguistic level of our ELLs. Guidance counselors meet with me weekly during academic intervention services meetings during which we discuss the needs of ELLs in general, as well as, discuss the particular interventions needed by specific ELL students. At the beginning of the year our secretaries in our front office receive professional development on the rights and the procedures of our ELL parents and students before start of the registration process. Professional development is provided at the beginning of every year in order to revisit with our OT PT and speech therapists the rights and the needs our ELLs that they service in light of each specialist creating a schedule that will meet the needs of our ELLs.

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

- Understanding the NYSESLAT: Focusing on Writing Exemplars and Test Format at each grade level.

- Using Assessment to Differentiate Instruction

* Differentiating Teaching and Learning for ELLs K -8

* Writing Interdisciplinary Curriculum

* Writing assessment tasks that are aligned to the CCLS, the New York State standards, and that are differentiate to the linguistic level of the ELL students that are to be assessed.

2.

We are a K to 8 school. Our ESL teachers in K-4 are self -contained. Our 5th grade ELLs are grouped so that the ESL teachers can push in and provide needed ESL services. Starting in 6th grade we begin introducing our ELL students to content area specialist with the ESL teacher pulling students out to support and reinforce content area learning. In this way ELLs are supported in transitioning to middle school grades in 7 and 8 and to content area specialists.

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

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

Sessions include the following:

Session 1: Overview of ELLs, ELL identification, Programs, and Rights: Language and Literacy

Session 2: Review of Research on Language and Literacy

Session 3: Teaching and Learning of Language Arts

Session 4: Formal and Informal Assessment of ELLs.

Session 5: Applications and Practices that Support ELLs

Session 6: Learning Experiences and ELLs

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Session 5: Applications and Practices that Support ELLs

Session 6: Learning Experiences and ELLs

Session 7: Parent and Family Involvement

Agendas and sign in sheets are generated and kept on file in Mr. Flores' office, 215.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do your parental involvement activ 50%	

E. Parental Involvement

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

Paste response to questions 1-4 here Paste response to questions 1-4 here

Parent Involvement:

1. Parents are invited to attend orientation meetings, curriculum night, parent teacher conferences, and parent workshops on how to help students with homework. In addition, parents of ELLs are invited to attend field trips with ELL students as part of our enrichment and interdisciplinary writing program. Translations services are provided on an ongoing and as needed basis in Spanish, Bengali, Albanian, and Urdu.

Finally, we will redouble our efforts to invite parents in during the instructional day to observe their children's' classes and to participate in interactive learning activities and learning celebrations.

2. CBO partnerships

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

Translation services are provided by staff members on an as needed basis in Spanish, Bengali, Albanian, and Urdu.

Immigrant Families Grant for Middle School students and their families. This year in partnership with Montifiore Community Center with the goal of helping our middle school students with their homework by providing tutors. Parents are invited to attend ESL, GED, and citizenship classes.

Evaluation of parent needs:

Our survey forms ask parents for information regarding their needs, goals and expectations for our ELLs and program preferences. In this way every year surveys are conducted to assess ELL parents' needs, expectations, and program preferences. Based on survey results from last year we entered into a partnership grant with Montifiore Mosholu Community Center and were able to get federal funds to start a middle school tutoring program and ESL, GED, and citizenship classes for immigrant parents.

3. How our parental involvement activities address parent needs:

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

- Adult classes from 6pm to 9pm on Tuesdays and Thursdays for GED and ESL.
- Parent workshops on academic standards, grade level expectations, and homework help.
- Referrals to mental health clinics and other social service agencies.
- * Financial Planning Workshops for Parents

Translation services are provided in Spanish, Bengali, Albanian at all workshops for parents by staff members who are speakers of these languages.

B. Programming and Scheduling Information--Continued

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11. Programs we will discontinue: None at this time.

12. Equal Access to programs:

All ELLs are eligible and entitled to participate in our self contained ESL program. ELLs with additional needs are invited to attend both the extended day program from 2:20pm to 3:10 pm and our math enrichment after school program, from 3:15 pm to 4:15 pm on Wednesdays and Thursdays. ELL students are also invited to our Saturday academy for ELA and Math test prep. Finally, we schedule field trips to help build background knowledge and to support writing development based on real life experiences. ELLs are encouraged to participate in our music program (lower school and middle school chorus) and in all our middle school sports programs including cheerleading.

12b. Supplementary services at this time include: Title III Math Enrichment Program paid through Title III. Partnership with Mosholu Community Center Program for Immigrant Families tutoring program for middle school students and their parents. Funding source grant from federal government. The goal of the Title III math enrichment program is to better prepare students for the New York State Mathematics test. Special attention is paid to students who are recent arrivals and who are required to take the math test. The goal of the Immigrant Families program is to help middle school students and their families through homework help and content area tutoring and to provide ESL, GED, and citizenship classes for the parents of our middle school students.

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. Targeted intervention programs for ELLs ELA, Math, and other content areas: Teachers administer benchmark assessment and formative assessments every 4 to 5 weeks. Teachers analyze data results for areas of needed improvement. Teachers form target groups for specific skills that need to be improved upon and focus on re-teaching and on progress monitoring in literacy and in math. Content areas, Social Studies and Science are similarly addressed. Students identified as first time testers in ELA are provided additional support through our extended day program and through our test prep Saturday academies. Targeted recent arrival (0-2 years of service) students are invited to participate in the Title III program for additional math support. Social studies skills for intermediate and advanced NYSESLAT students are addressed through classroom instruction and practice on Document Based Questions and through interdisciplinary units that focus on developing students' ability to read increasingly complex texts and through writing tasks that develop students' critical thinking skills. Targeted 1st and 2nd year ELLs facility in the area of science is supported depending on the grade level through Science Labs or through partnerships between the science teachers and our ESL specialists. We have speakers of Spanish, Albanian, Hindi, Urdu, Bengali on staff. Guided native language instruction is provided by teachers in self contained ESL classes by ESL teachers or by push in or pull out ESL specialists, additional support for teachers in terms of providing guided native language instruction in Albanian is provided by educational assistants who can assist teachers in providing comprehensible instruction for students who are Albanian speakers.

9. Plan for continuing transitional support:

For the most part, if at all possible and with parent's permission, we maintain our proficient students in self contained ESL classes for 1 year beyond their passing the NYSESLAT if class size permits. ELLs who pass NYSESLAT are entitled to extended time on all state tests. This transitional support is provided for one year after passage of the NYSESLAT. ELLs who are transitioned to general education classes in there 2nd year of being not entitled are closely monitored and are supported through target group and small group differentiated instruction by their classroom teachers and by the push in ESL teachers.

10. Program improvement for this year: Focus will be on getting better at data analysis and progress monitoring of ELL students by modality and growth from one year to the next in each of the modalities. In addition we are looking closely at alignment of assessment tasks to the CCLS and the linguistic level of each of the students. We are looking to match the assessments to the English language level of the students in order to support learning across the content areas.

11. Programs we will discontinue: None at this time.

12. Equal Access to programs:

All ELLs are eligible and entitled to participate in our self contained ESL program. ELLs with additional needs are invited to attend both the extended day program from 2:20pm to 3:10 pm and our math enrichment after school program, from 3:15 pm to 4:15 pm on Wednesdays and Thursdays. ELL students are also invited to our Saturday academy for ELA and Math test prep. Finally, we schedule field trips to help build background knowledge and to support writing development based on real life experiences. ELLs are encouraged to participate in our music program (lower school and middle school chorus) and in all our middle school sports programs including cheerleading.

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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.

Paste additional information here

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff:

As the Assistant Principal and ESL Program Coordinator, I attend monthly professional development meetings provided by our network. Upon my return to the school I provide turnkey professional development to the principal and to the other APs. As a community we are involved in a differentiated teaching and learning professional development initiative. We have ESL teachers working at every grade level K-8 who serve as specialists in providing their common branch colleagues professional develop in terms of addressing the needs of ELLs. ESL teachers meet with the ESL coordinator once a month for professional development in order to serves as liaisons and advocates for our ELLs. We are currently working on the writing of tasks that align both with the CCLS and the New York State standards that are differentiated according to the content and linguistic level of our ELLs. Guidance counselors meet with me weekly during academic intervention services meetings during which we discuss the needs of ELLs in general, as well as, discuss the particular interventions needed by specific ELL students. At the beginning of the year our secretaries in our front office receive professional development on the rights and the procedures of our ELL parents and students before start of the registration process. Professional development is provided at the beginning of every year in order to revisit with our OT PT and speech therapists the rights and the needs our ELLs that they service in light of each specialist creating a schedule that will meet the needs of our ELLs.

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

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

* Differentiating Teaching and Learning for ELLs K -8

* Writing Interdisciplinary Curriculum

* Writing assessment tasks that are aligned to the CCLS, the New York State standards, and that are differentiate to the linguistic level of the ELL students that are to be assessed.

2.

We are a K to 8 school. Our ESL teachers in K-4 are self -contained. Our 5th grade ELLs are grouped so that the ESL teachers can push in and provide needed ESL services. Starting in 6th grade we begin introducing our ELL students to content area specialist with the ESL teacher pulling students out to support and reinforce content area learning. In this way ELLs are supported in transitioning to middle school grades in 7 and 8 and to content area specialists.

D. Professional Development and Support for School Staff

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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- * Differentiating Teaching and Learning for ELLs K -8
* Writing Interdisciplinary Curriculum
* Writing assessment tasks that are aligned to the CCLS, the New York State standards, and that are differentiate to the linguistic level of the ELL students that are to be assessed.

2.

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

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

Sessions include the following:

Session 1: Overview of ELLs, ELL identification, Programs, and Rights: Language and Literacy

Session 2: Review of Research on Language and Literacy

Session 3: Teaching and Learning of Language Arts

Session 4: Formal and Informal Assessment of ELLs.

Session 5: Applications and Practices that Support ELLs

Session 6: Learning Experiences and ELLs

Session 7: Parent and Family Involvement

Agendas and sign in sheets are generated and kept on file in Mr. Flores' office, 215.

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?

E. Parental Involvement

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

Paste response to questions 1-4 here Paste response to questions 1-4 here

Parent Involvement:

1. Parents are invited to attend orientation meetings, curriculum night, parent teacher conferences, and parent workshops on how to help students with homework. In addition, parents of ELLs are invited to attend field trips with ELL students as part of our enrichment and interdisciplinary writing program. Translations services are provided on an ongoing and as needed basis in Spanish, Bengali, Albanian, and Urdu.

Finally, we will redouble our efforts to invite parents in during the instructional day to observe their children's classes and to participate in interactive learning activities and learning celebrations.

2. CBO partnerships

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

Translation services are provided by staff members on an as needed basis in Spanish, Bengali, Albanian, and Urdu.

Immigrant Families Grant for Middle School students and their families. This year in partnership with Montifiore Community Center with the goal of helping our middle school students with their homework by providing tutors. Parents are invited to attend ESL, GED, and citizenship classes.

Evaluation of parent needs:

Our survey forms ask parents for information regarding their needs, goals and expectations for our ELLs and program preferences. In this way every year surveys are conducted to assess ELL parents' needs, expectations, and program preferences. Based on survey results from last year we entered into a partnership grant with Montifiore Mosholu Community Center and were able to get federal funds to start a middle school tutoring program and ESL, GED, and citizenship classes for immigrant parents.

3. How our parental involvement activities address parent needs:

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

- Adult classes from 6pm to 9pm on Tuesdays and Thursdays for GED and ESL.
- Parent workshops on academic standards, grade level expectations, and homework help.
- Referrals to mental health clinics and other social service agencies.
- * Financial Planning Workshops for Parents

Translation services are provided in Spanish, Bengali, Albanian at all workshops for parents by staff members who are speakers of these languages.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	9	4	5	3	1	2	4	6					39

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	30	8	8	11	3	5	0	9					79
Advanced (A)	0	19	26	13	16	9	12	12	5					112
Total	10	58	38	26	30	13	19	16	20	0	0	0	0	230

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	2	2	4	1	1	1	1				
	I	4	8	6	0	2	1	3	3	5				
	A	4	30	22	12	7	4	9	10	8				
	P	1	18	8	12	17	7	6	2	6				
READING/ WRITING	B	5	10	4	5	5	1	2	4	6				
	I	5	28	7	8	10	2	6	0	10				
	A	0	13	18	13	15	10	8	8	4				
	P	0	7	9	0	0	0	3	4	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	12	10	0	26
4	3	14	6	0	23
5	3	13	2	0	18
6	3	22	0	0	25
7	8	9	0	0	17
8	4	5	1	0	10
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	5		17		6		0		28
4	3		11		9		2		25
5	3		13		5		1		22
6	1		15		10		0		26
7	11		8		2		0		21
8	2		4		4		0		10
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	2		11		11		1		25
8	3		8		1		0		12
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				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>PS/MS 20</u>		School DBN: <u>020</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Carlsen	Principal		11/23/11
Juan Flores	Assistant Principal		11/23/11
NA	Parent Coordinator		
Urmi Sarkar	ESL Teacher		11/23/11
Miguel Agostini	Parent		11/23/11
Lisa Lopez	Teacher/Subject Area		11/23/11
George Lynch	Teacher/Subject Area		11/23/11
NA	Coach		
NA	Coach		
John Scanlon	Guidance Counselor		11/23/11
Bob Cohen	Network Leader		11/23/11
Lissette Torres	Other <u>ESL Teacher</u>		11/23/11
Lea Daley	Other <u>ESL Teacher</u>		11/23/11
Elaine Rivera	Other <u>Bilingual Speech</u>		11/23/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X** School Name: **020**

Cluster: _____ Network: **104**

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

Part A: Needs Assessment Findings

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

Based on our RHLA ATS report we determine the numbers of speakers of different languages in our school. We know that our higher incidence languages can be covered by staff members who speak these languages. These include: Spanish, Bengali, Albanian, and Urdu. Other lower incidence language groups are served on an as needed basis when these parents need translation services so that these parents understand programs that they are selecting for their children or understand other important information regarding the progress of their children.

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.

According to the RHLA, Spanish is the highest incidence language, then Bengali, and finally Albanian. This information was communicated to the entire staff at one of our faculty conferences. In addition, the staff was informed of the translation services available to parents from other staff members. Finally, the services of the translation unit were describe to the staff.

Part B: Strategies and Activities

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

Written translation services are provided by staff members who are speakers of the following languages: Spanish, Bengali, Albanian, and Urdu. Information regarding school events, parent conferences, and report card distribution is sent out in English and Spanish. Printed materials are provided to parents from resources for parents from the DOE website.

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.

Staff members are available to provide oral interpretation services in Spanish, Bengali, Albanian, and Urdu. For lower incidence languages the services of the interpretation and translation services unit will be sought out on an as needed basis.

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

Signs will be placed at the entrance to the school informing parents that they are entitled to translation services and that they should request them in order to be fully informed and fully understand the responses to any questions that they may have.

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: George J. Werdan III	DBN: 10X020
Cluster Leader: Corinne Rello Anselmi	Network Leader: Bob Cohen
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: 110 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: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 0

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: Our Title III program this year will focus on mathematics enrichment some sessions will be reserved for Getting Ready for NYSESLAT. Our rationale for this is twofold, to support all of our students in developing English language proficiency through writing in mathematics and to develop our students' conceptual understanding of mathematics through "hands on" activities, math games, and through real life mathematical experiences paired with the writing of mathematical explanations. In addition, some sessions will be used to familiarize our ELL students with the NYSESLAT test format using "Getting Ready for the NYSESLAT and Beyond" a program by Attanasio & Associates. ELL students in grades K through 8th are targeted for participation.

Program days are Wednesdays and Thursdays from 3:15 to 4:15pm. Start date for this program is Oct. 12, 2011. Projected end date May 10th, 2012. NYSESLAT test prep will take place in March on Wednesdays and Thursday.

Students in our testing grades (3-8) will be invited to our ESL Saturday Academy from 9 am to 12 noon. These students will be determined based on math practice test data that identifies students who need additional help to reach grade level scores in mathematics. Same math strands and concepts that will appear on the state math test as per grade level will be reinforced during the Saturday Academies.

Field Trips will be scheduled once a month to build on math in the real world experiences. Parents will be invited to attend these field trips in order to build a parent and school partnership.

The language of instruction will be English with guided native language instruction in Spanish, Bengali, and Urdu.

8 certified ESL teachers.

Materials include:

Write for Mathematics

Strategies to Achieve Mathematics Success

New York Ready Mathematics

Getting Ready for NYSESLAT and Beyond

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:

Rationale: The focus of our mathematics enrichment professional development is to develop teachers capacities in supporting both language development and content area learning on the part of our ELL students by focusing on writing in mathematics.

Participating ESL teachers will be invited to attend the following monthly workshops on the 2nd

Part C: Professional Development

Mondays of the every month from 2:30 pm to 4 pm from Dec. 2011 to May, 2012.

1. Writing and Mathematics: An Introduction
2. Mathematically Literate: Knowing, Applying, and Communicating Mathematics
3. Metacognition for Mathematical Thinking
4. Reasons, Procedures, and Results to Explain Mathematical Ideas and Concepts
5. Developing Mathematical Tasks Aligned to CCLS and Linguistic Proficiency levels.
6. Rubrics for Writing for Mathematics

Workshops will be provided by Mr. Flores, ESL coordinator in partnership with ESL teachers: Ms. Torres, Ms. Padilla, Ms. Cohen, Ms. Diaz.

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: Parent workshops will be scheduled to build parents' capacity to support mathematical thinking through family math activities. Workshops will focus on math in the real world activities. Workshops will include: estimation activities while shopping, financial literacy; creating a budget and saving money, calorie counting and healthy choices, math games and reinforcing multiplication tables, using math to cook, math and architecture: math in the real world field trips. Workshops will be conducted on Saturdays from 9am to 11am once a month starting in Feb. 2012 to May 2012. Tentative Dates: Feb. 11th, March 3rd, April 21, May 5th.

Workshops will be presented by ESL teachers.

Parents will be notified through flyers and through phone calls made by our Family Worker, Ms. Diaz. Translation services will be provided by our bilingual ESL teachers for Spanish, Bengali, Albanian, and Urdu parents.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$

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