



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 20 THE CLINTON HILL SCHOOL

13K020

PRINCIPAL: LENA JOHNSON-BARBERA

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SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lena Barbera	*Principal or Designee	
Winsome Richards	*UFT Chapter Leader or Designee	
Selena Zimmerman /Laura Galt	*PA/PTA President or Designated Co-President	
	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	
Bridgett Bable	Member/ Parent	
Vascilla Caldeira	Member/Parent	
Ayanna Blaize	Member/Parent	
Jont Enroth	Member/Parent	
Valarie McIntosh	Member/Staff	
Dawn D. Brown	Member/Staff	
Marcel D. Lashley	Member/Staff	
Lavina Dixon	Member/Staff	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

In Grades 4 & 5 , 50% of the students will improve their ELA scores by one proficiency level by June 2013.

Comprehensive needs assessment

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

New York State ELA 2012 Aggregate Performance: 163 students were tested in grades 3-4-5. 51% of the students scored level 3 and above.

New York State English Language Arts (ELA) test results indicate that in 2012 : 41% of our third grade students scored 3 or above. 60% of our grade 4 students scored 3 or above and 51% of our grade 5 students scored 3 or above. 40% of all students who were administered the test scored a level 2, Meeting Basic Standards, New York State ELA last year - 2011 Aggregate Performance of students scoring 3 or above was, 51%, 1 percentage point higher than 2012 respectively. Last year- 2011. 57% of our grade 3 students scored level 3 and above. 52% of our grade 4 students scored level 3 and above. And 40% of our grade 5 students scored 3 and above. The progress in grades 3 through 5 is not as significant. This is in large part due to the higher proficiency necessary for critical/ analytical thinking necessary to progress to the next level.

As a result of the redefining of the 2010- 2011 ELA performance levels, and the alignment of the test to the Common Core Standards there are higher expectations for student literacy learning. Students in our self-contained special education classes continue to make progress in their independent reading. Teachers College Independent Reading Assessments indicate that students are progressing at least one reading level every three months. However, we need to ensure that as students progress in grade and as the reading and thinking demands of texts increase, that our students still continue to make consistent progress through the book levels. We know that as books become more difficult and multi-layered, moving through reading levels becomes more of a challenge. This is especially true as some of our upper grade students transition into early chapter books that provide less visual and word support. Furthermore understanding the major changes required by the Common Core Instructional Shifts in ELA/Literacy is key in order to ensure that teachers are delivering literacy instruction that that supports students in meeting the demands of the CCSS. Although students have made some progress, in their reading levels these gains are not reflective in the outcomes of the NYSELA. Therefore, we must focus on ensuring that students begin to read chapter books with accuracy, fluency and most important of all, with comprehension.

Instructional strategies/activities

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

- Teachers will meet once a month to analyze data to review progress of their students on ARIS, Network 612 Rally Interim Assessments, and TC Assessment Pro.
- Teachers will have a comprehensive record keeping system for both hard (ELA, EPAL& testing) and soft data(classroom observations and assessments) to inform small group instruction and set interim goals for students in subgroups.
- Teacher will submit reading level data to administration in October, November, March, and May. During common planning time teachers address the progress of level 2 and level 3 students.
- Teacher will include level 2 and level 3 students as indicated by ELA scores in the Early Morning Program, 37.5 minutes 4 mornings per week
- Grade level inquiry team will follow inquiry process with identified targeted subgroups.
- Students will receive support services/intervention in targets skills identified by data s from predictive, interim assessments with intervention teachers.
- All grade 3, 4, & 5 teachers will work with Network Achievement Coaches on critical literacy and high level skills and strategies.
- Technology – software such as smart boards where available upper grades utilize the Technology Lab as a research and learning tool

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Progress Report check list to parents three times per year
- Written Progress Report Narrative to parents three times per year
- Use of the automotive system for daily calls and reminders
- Parent Outreach geared toward daily attendance & punctuality
- Parent surveys on support needed with daily attendance/barriers preventing daily attendance
- Curriculum night in the fall
- Families as Learning Partners monthly
- Monthly Parent of the Month Student of the month assemblies
- cookshop families

Budget and resources alignment

· Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

· Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III X Grants X Other

If other is selected describe here: PTA Funds generated by the Fund Raising Committee/ Parent Involvement Funds

Service and program coordination

· Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Attendance Plan outlining family needs and resources to improve daily attendance

Attendance Teacher as mentor to families

Cookshop & Cookshop families Partnership in conjunction with PS20 program Coordinators push healthy eating habits and nutrition literacy as an effort to support families

Guidance Counselor as family outreach personnel

Resource Room/IEP Teacher as family outreach/mentor to Special Needs population

Parent Coordinator as family outreach/mentor

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

In grades 4&5, 50% of the Level 2 and 3 students will improve their Math scores by one proficiency level by June 2013.

Comprehensive needs assessment

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

New York State Math Test 2012 Aggregate Performance: 163 students were tested in grades 3-4-5. 59% of the students scored level 3 and above. New York State Math test results indicate that in 2012 : 45% of our third grade students scored 3 or above. 56 % of our grade 4 students scored 3 or above and 74% of our grade 5 students scored 3 or above. 93% of all students who were administered the test scored a level 2 and above, Meeting Basic Standards, New York State Math results school year 2010 - 2011 Aggregate Performance of students scoring 3 or above was,54%, 5 percentage points lower than 2012 respectively. School year 2010-2011 67% of our grade 3 students scored level 3 and above 22 percentage points higher that 2012. 48% of our grade 4 students scored level 3 and above 8 percentage points higher than 2012. And 50% of our grade 5 students scored 3 and above in school year 2010-2011.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e)
- 3-4 -5 grade will have a math teacher leader who will disseminate information to their colleagues from a series of workshops led by the Network using Exemplars
- Instructional Leads will attend a series of math workshops lead by Deb Armetge and information will be shared during faculty conferences and staff development days.
- Principal will attend Network Meeting and share strategies to incorporate Common Core Standards
- The Academic will model lessons and co-teach. There will also be a meeting time to debrief the lesson and plan for

next steps.

- The teacher will participate in monthly grade meetings in which grade benchmarks are discussed in math.
- Teachers will have a comprehensive record keeping system for both hard and soft data (classroom observations & assessments) to inform small group instruction and set interim goals for students in subgroups in math.
- Small group intervention from SETTS teacher.
Early morning programs 37.5 minutes devoted to math remediation
- At least cycles of three days a week for fifty minutes for 6 weeks of extended day will be focused on level 1&2 math interventions based on unit benchmarks from grade 3 through 5.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Progress Report check list to parents three times per year
- Written Progress Report Narrative to parents three times per year
- Use of the automotive system for daily calls and reminders
- Parent Outreach geared toward daily attendance & punctuality
- Parent surveys on support needed with daily attendance/barriers preventing daily attendance
- Curriculum night in the fall
- Families as Learning Partners monthly
- Monthly Parent of the Month Student of the month assemblies

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III X Grants X Other

If other is selected describe here: PTA Funds generated by the Fung Raising Committee/ Parent Involvement Funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Attendance Plan outlining family needs and resources to improve daily attendance especially our early morning program
- Attendance Teacher as mentor to families
- Cookshop & Cookshop families Partnership in conjunction with PS20 program Coordinators push healthy eating habits and

nutrition literacy as an effort to support families

- Guidance Counselor as family outreach personnel
- Resource Room/IEP Teacher as family outreach/mentor to Special Needs population
- Parent Coordinator as family outreach/mentor

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

In grades PK-5, students will experience Common Core-aligned units of study: two aligned to the literacy standards in ELA, Social Studies, and/or Science.

By June 2013, 100% of students in pre k through grade 5 will complete two literacy tasks aligned to CCS in Social Studies and/ or Science that asks them to read and analyze informational texts and write opinions and arguments in response.

Comprehensive needs assessment

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

During the 2011-12 school year PS 20 began to infuse Common Core standards by aligning lesson plans tasks and activities to the Common Core Standards. Per session for after school PD around collaborative Inquiry work /CCS alignment both on site and Network 612 supported and aided in our ability to do this work. In addition to utilizing two Non-attendance days in June to take what we have learned during Collaborative Inquiry to improve and develop comprehensive curriculum plans in Social Studies for Grades Pre K-5. Common Core aligned student work samples one task in ELA and one task in Math, were collected by the Administration for accountability purposes and articulation to the next grade.

Planning activities with consideration to DOK (Webb's Depth of Knowledge) provided a vehicle for changes in how teachers use "questioning" during mini-lessons and in assignments. Teachers are focused on improving their questions to ensure they are requiring students to think critically and analytically. Individual teacher lesson plans continues to need monitoring with a focus on Common Core alignment and DOK. Our observations and collection of student work samples helped the Administration identify areas that teachers need ongoing support.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers adapt current units of study to meet the demands of the Common Core or adopt Common Core aligned Tasks from the CCS online library.
- Provide professional development for teachers to analyze student work based on CCSS aligned rubrics.
- Provide professional development for teachers to engage in shared inquiry.
- Develop short and long term goals for students to show student progress.
- Use running records, benchmark assessments, conferring notes to monitor student progress.
- Collaboration with teachers to identify and implement strategies to increase students' ability to use evidence across all content areas.

- Deepen teacher understanding of the instructional shifts required to meet the Common Core.
- Curriculum Maps ongoing modifications to align to the CCSS.
- Teacher developed tasks that are level 3 and 4 according to Webb’s DOK imbedded in lesson planning
- CCLS aligned Rubrics to analyze/ score student work and measure progress
- Samples of student work aligned to CCLS
- Differentiated lesson plans
- instructional leads turnkey information learned at network PD sessions

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Progress Report check list to parents three times per year
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- Use of the automotive system for daily calls and reminders
- Parent Outreach geared toward daily attendance & punctuality
- Parent surveys on support needed with daily attendance/barriers preventing daily attendance
- Curriculum night in the fall
- Families as Learning Partners monthly
- Monthly Parent of the Month Student of the month assemblies

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Attendance Plan outlining family needs and resources to improve daily attendance especially our early morning program
- Attendance Teacher as mentor to families
- Cookshop & Cookshop families Partnership in conjunction with PS20 program Coordinators push healthy eating habits and

nutrition literacy as an effort to support families

- Guidance Counselor as family outreach personnel
- Resource Room/IEP Teacher as family outreach/mentor to Special Needs population

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Support for Words Their Way, TC Literacy Curriculum Wilson Reading Conferences	Push-in model/one-to-one and/or small group / exchange instruction one-to-one and/or small group instruction	During the school day: Extended day (before school): Targeted Saturday Test Prep contingent upon budget: small group instruction
Mathematics	During the school day: Support development of math concepts with a focus on Number sense and computation using common core library Exemplars	Push-in model/one-to-one and/or small group / exchange instruction one-to-one and/or small group instruction	During the school day: Extended day (before school): Targeted Saturday Test Prep contingent upon budget: small group instruction
Science	Providing services for students who were identified as at-risk in science. 4, and 5 th graders who deemed at-risk based on beginning of the year assessments. Inquiry Based units of study. Foss/ Harcourt. Content and skills are infused through non-fiction guided reading literacy units; Scholastic Guided Reading Program, Content	Push-in model/ small group / exchange instruction	During the school day:

	Areas, as well as hands on .		
Social Studies	Providing services for students who were identified as at-risk in Social Studies. ,4 and 5 th graders who deemed at-risk based on beginning of the year assessments. CCS Library tasks. Content and skills are infused through non-fiction literacy units. Scholastic Guided Reading Program, a well as experiences based on the CCS.		During the school day:
At-risk services (e.g. provided by the Guidance Counselor,	Provides intervention for students at academic risk due to social, behavioral or non-academic factors. focus on; anger management, bereavement, girls group, support for peer related and domestic issues that impact on the students daily functioning.	Small groups One to one	During the school day:
School Psychologist, Social Worker, etc.)	Provides intervention for students at academic risk due to social, behavioral or non-academic factors. Performs informal assessment and observations for students at risk. Supports teachers in the development of behavior management plans. Teacher in-service		During the school day:
At-risk Health-related Services	School Nurse: Provides intervention /education for students with asthma "Open Airways Program. Pushes into classrooms and provides lessons on dental hygiene,	Small Groups	During the school day

	nutrition and general health. Provides instruction for upper grade students in the area of physical development and puberty. Nutrition and obesity education sessions for select students		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our strategies to attract Highly Qualified Teachers are embedded in our administrative practices. It is our intent to support teachers by following a set of performance standards that are imbedded in a research based framework that will enhance teacher skills and move them towards full proficiency. When necessary, we make use of the Title I set aside funds for assisting teachers to achieve a Highly Qualified designation. If we have the opportunity to hire a new pedagogue we conduct a rigorous interview process, our levels of expectation are made clear at the onset. Our questioning of candidates exemplify our standards and tests the knowledge base and experience of the candidate. Before being hired, a demo lesson is scheduled and observed by the administration. As we train and develop our new teachers, they are told, that they will be observed a minimum of eight times per year to support their development and enhance their teaching effectiveness. While teaching, they are directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. It is our expectation that all our Highly Qualified pedagogical staff maintain the highest degree of competency to strengthen our instructional core, increase student achievement and meet our school wide goals.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	328	Total Number of ELLs	11	ELLs as share of total student population (%)	3.35%
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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. [i](#)

*THIS IS A DRAFT FOR 2012-13

Teacher Qualifications

PS 20, The Clinton Hill School has a highly professional and qualified staff servicing the ELL population consisting of permanent licensed Common Branch, Elementary Education teachers and one permanent, dually certified ESL/Secondary English teacher who are committed to ensuring that ELLs receive instruction and mandates from fully certified school staff for the 2012-2013 academic year.

School Demographics

PS 20, The Clinton Hill School, is located in the heart of The Clinton Hill community section of Brooklyn, New York. Of the 328 student population, there are eleven English Language Learners, making the population of ELLs 4.31% of the school. English is the predominant language of the building however, other native languages represented are: Spanish, French, Arabic and Bengali. In kindergarten there are no ELLs. In grade one; there are two ELLs, both Beginners. In grade two there are also three ELLs, one Beginner and two Intermediates. Currently there are three ELLs in Grade three which two are Intermediate while the other Advanced but all Proficient in Listening/Speaking. In grade four, there are two English Language Learners both at the Advanced Level. There is one fifth grade ELL, a holdover, with seven years of service at the Advanced level in the four modalities. The breakdown of student population at PS 20 eligible for free and reduced lunch is: 158 students eat free, 30 eat at a reduced price, while 63 students of the 328 pay full price, indicating that many of our students range from low socio-economic to middle-class backgrounds.

Parent Choice

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. The trend at PS 20 regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The pedagogue who knows ELL students in our building is Sheilah M. Quinn, ESL teacher. Within ten days of registration the HLIS survey is distributed to parents to determine a student's language proficiency. This is shared with the ELL pedagogue who then speaks with the parent and conducts an informal oral parent interview. At this time, parents are given a "preferred language" survey for written/oral language. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to

determine the need for ESL services. The Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. Spanish speaking students who do not make the cut-off score on the English LAB R are then administered the Spanish LAB R to determine native language fluency and language dominance. After the handscoring of the LAB R, an entitlement letter is provided to parents to inform them about the child's identification. Subsequently, the child is enrolled in the appropriate program within ten days. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence via appropriate letters downloaded from DOE website. Entitlement letters are downloaded from the DOE website, signed by the principal, distributed to the students via the classroom teacher and a copy is kept on file in the ELL Documents folder in the administrative office. If program selection forms are not filled out at the orientation and filed by the ESL teacher, the Parent Coordinator contacts parents and requests that they bring them to PS 20 or meet with the ESL teacher to obtain forms. These forms are kept in the ELLs Documents folder in the administrative office of Lena Barbera.

Because it is PS 20's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in, and access to programs and services critical to their child's education, the ELL pedagogue, in conjunction with the parent coordinator, Ms. Colon then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents are afforded the opportunity to ask questions and receive clarification on their child's educational options and rights. When the parent completes the selection form the school conforms to the parental choice selections, when applicable. The parent choice survey and selection form is filed with the ESL teacher and she inputs the choice code into ATS. When a parent does not return the Program Choice documentation, the default is Bilingual. Upon reviewing the HLIS surveys and selection forms, the trend at PS 20 is that parents select the option of ESL. This is maintained for current students on a template of student information and testing data, kept in the ESL teacher's Student Data and Assessment binder. Parent choice options are tracked through ATS ELPC screens and HILS surveys and when there is a need for an alternative program other than ESL, attempts of outreach by the Parent Coordinator, The ESL provider and the administration will be made in writing, oral communication or home visit to inform them of their rights to be accommodated by a bilingual class or dual language program. At this time, there is no program other than ESL due to the current student enrollment and parental choice.

Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by PS 20 fluent in languages of French and Spanish. If translation cannot be accomplished through an employee of PS 20, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. PS 20 makes use of The School Allocation Memorandum # 75 to cover local interpretation needs. ELL students annually take the NYSESLAT test in the Spring to determine ELL status. ATS reports and RLAT indicates students' eligibility for the Spring NYSESLAT. The school calendar provides testing dates. The four modalities are taken on the scheduled dates mandated through the NYC Board of Education Assessment Calendar. The Testing Coordinator determines the licensed pedagogue to administer the Listening, Speaking, Reading and Writing modalities. Students are administered the NYSESLAT on the calendar test dates or make up dates. If the are not in attendance we have utilized the Parent Coordinator to reach out to the parents and also make home visits to ensure that students receive and are administered all four test modalities. The results of The NYSESLAT determine their service eligibility, State and Citywide testing accommodations, and level of English proficiency for the next academic school year.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	1
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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	6		1	4		0	1		0	11
Total	6	0	1	4	0	0	1	0	0	11

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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		1	1	3	1	1								7
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic		1												1
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	0	2	3	3	2	1	0	11						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Current English Language Learners Instructional Program

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

Freestanding English as a Second Language Program

The instructional program at PS 20 is a freestanding ESL program with instruction given solely in English. The program is comprised of eleven students at the Beginner to Advanced levels. There are six newcomers (K-zero, 1-two, 2-three, 3-one). There are two third graders and two fourth graders whom have had 4-6 years of service. One other ELL is in grade five and has been holdover with seven years of service. Currently, there are no SIFE students nor long term ELLs. The breakdown of students is as follows: 0 kindergarteners. Of the two first graders, both have had two years of service, one is Spanish speaking, while the other speaks Arabic. There are three second graders, one African in her third year of service and two with two years speaking Spanish and French. The three third graders are Spanish Speakers and one has had three years of service, and the other, four. There are four, fourth grade ELLs both with four years of service whereas one is Bengali and the other Mexican. Lastly, there is one Spanish speaker in her seventh year of service, currently in the fifth grade.

A certified ESL teacher provides ESL instruction with licensure in ESL and Secondary English. Students attend 360 minutes of ELA a week by a combination of the classroom teacher and the ESL teacher. Depending on proficiency level, they receive from 180 minutes (Advanced) to 360 minutes (Beginner/Intermediate) a week of ESL Pull-Out instruction. The instructional program is closely aligned with the Teachers College Model and Balanced Literacy coupled with, a strong emphasis on test-taking skills to allow students knowledge of ELA, content area and NYSESLAT testing formats. ELLs are evaluated in their native language by the LAB R test.

The primary goal of this program is to assist students in achieving English Language proficiency within three to five years and be able to write using academic language within those five years, which is the average for an English Language Learner. Some of the goals within

A. Programming and Scheduling Information

this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ELLs are grouped heterogeneously by grade but homogeneously based upon proficiency levels and supported across the content areas of instruction with scaffolds and by means of differentiated instructional practices to meet the individual needs of the ELL population. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of “non-fiction” materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core Standards and information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage, through celebrations, research, arts, multi-lingual libraries, itranslate programs on iphone and ipads.

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

As students work toward proficiency in English, academic content for students is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, images through technical means and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Literacy and Math Coaches. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Jump Start held Monday-Thursday from 8:00-8:37 am. PS 20 is currently infusing The Leader in Me strategies and philosophy building-wide.

Plan for Newcomers

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

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

Plan for SIFE

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

A. Programming and Scheduling Information

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

Plan for ELLs with 4-6 years

The above remediation is encouraged for ELLs with four-six years of service. Teachers utilize data from all DRA, TC RRs, NYSESLAT, State ELAs and Math exams as well as ITAs to inform and drive their instruction. ELLs Learning style inventories are conducted to provide information about how individual students learn. These inventories are considered while providing more individualized choice and differentiated instruction in order to make learning more meaningful and comprehensible for the ELL with several years of ESL instruction.

Plan for Long Term ELLs

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

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

Plan for Special Needs Students

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

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring the newcomers and SIFE students for possible special needs.
- The delivery of AIS services during, after, and as part of our Saturday School Academy.
- * Cookshop in the Classroom
- * The Leader in Me

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

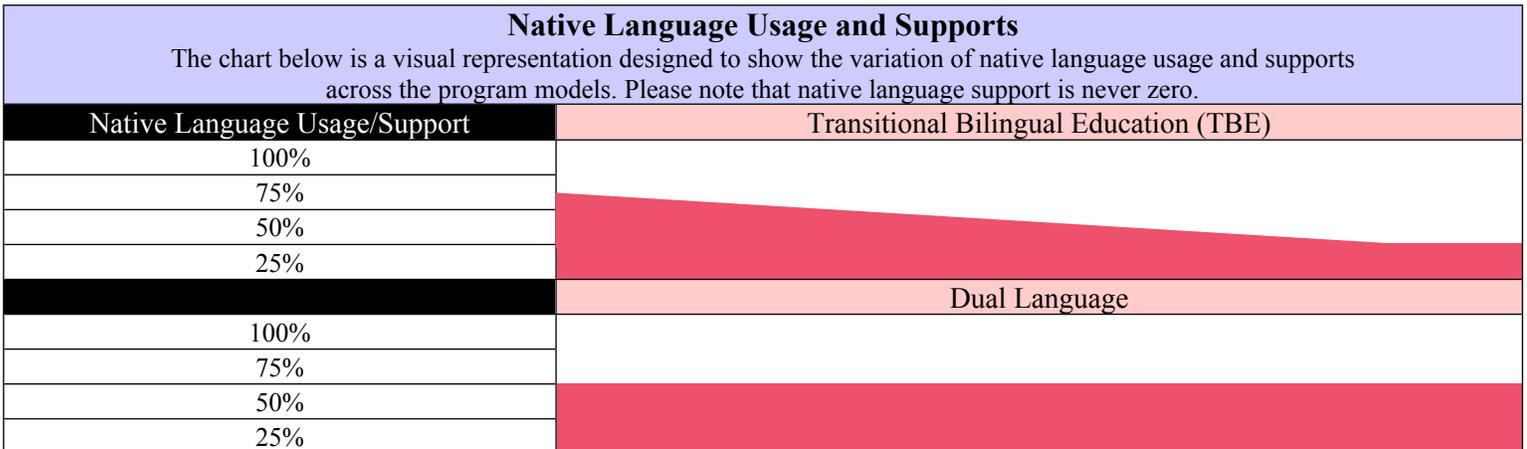
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



	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.			

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?

Some instructional strategies used to assist ELLs in need of intervention are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, computer software programs and built-in intervention programs within the school day. The math and literacy coaches have scheduled periods throughout the day to work with level 1 and 2s in math and ELA. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. The Leader in Me process is implemented through lessons in the ESL classroom. Standardized test data through TC Leveled Texts, LAB R, NYSESLAT, ACUITY, City and State formal, Predictive exams, and Teacher Made Assessments are all analyzed and used to inform and drive instructional practices of the general education teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning as students work toward proficiency. As English academic content for all students, including ELLs is challenging, engagement and presentation of material is done through well developed learning strategies. These incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor.

In math, extra time is devoted to untangling difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Jump Start held Monday-Thursday from 8:00-8:38 am. Transitional ELLs' progress is monitored by the ESL provider via conferencing with the classroom teacher. The students are periodically pulled out on an "as needed" basis to complete projects, get provided extended time, separate small-group setting, or provided small-group or one-one instruction in the ESL classroom. In science the Cookshop program has added intervention for ELLs.

Instructional Materials:

The Freestanding ESL program does not use a particular text, but encourages literacy instruction as an element within the framework of the Teachers' College Curriculum which utilizes high interest/low level texts aligned with common core state standards and curriculum maps. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of "non-fiction" materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments include:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics
- * The Leader in Me

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

Supplementary Programs

In order to support learning and foster community involvement, PS 20 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are encouraged through bilingual letters/School Calendar to attend all: assemblies, arts programs, scholarship programs, contests, as well as activities after school, holidays, B.E.A.R. day, and on weekends. The Cookshop in Schools Program is being trained for and considered for next year. At this time no programs for ELLs are being dismantled for the upcoming school year. All ELLs are embraced and celebrated at PS 20 and invited to participate in and attend all school-wide events and afforded to every other child at PS 20. Translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City. This is accessible by telephone contact or internet. The person responsible for accessing translators or interpreters would be the ESL provider, parent coordinator or the PS 20 Administrators. The programs included are the following:

- Family Celebrations/Assemblies: Throughout the year, parents come to the school to take part in community celebrations. At these events, the school and community can come together to recognize student achievements in attendance, cultural arts and academics. Activities to assist new ELLs are: registration day information/Literature, Welcome Back Assembly, invitation to orientation.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the program, additional funding is available to translate important policy documents. Native language support is provided through a buddy system, interpretation is offered through bilingual staff members, a multilingual library when necessary and bilingual dictionaries and listening centers.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development:

Professional development is provided by school staff. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. This PD is documented by agendas and attendance rosters kept in the administrator's binder. The ESL teacher is involved in departmental meetings when in the building, PTA meetings, Professional Development days and grade conferences, where the ESL teacher, provides information using researched based strategies for assisting ELLs in the general Education classroom via an organized PD Development binder provided by DOE ELL Instructional Support personnel. Teachers are required to maintain a professional development section in a Data binder with certificates of attended Professional Development.

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

E. Parental Involvement

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

Parental Involvement

Parents are encouraged to become active learning partners in PS 20 through parent workshops offered through the Board of Education, and PS 20. The needs of parents are monitored and assessed through PTA meetings advertised on the Monthly Calendar, weekly school memos, impromptu and scheduled conversations and conferences, surveys, agendas and PS 20's Open Door Policy. ELL parents are invited to all activities, meetings, Science in the AM Program, B.E.A.R. extended day social activities ie. a community/school Karaoke event and School-wide events like The annual Curriculum Showcase. Through assemblies, calendars and letters we encourage them to attend workshops, PD, Parent Fairs, guidance counselor discussions on community-based programs/offering and Middle School placement, and Balanced Literacy for ELLs workshops. The PS 20 binder, consisting of the school events fliers is located in the main office, on the counter. The programs in place for parents are:

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2	1											3
Intermediate(I)			2	2										4
Advanced (A)				1	2	1								4
Total	0	2	3	3	2	1	0	0	0	0	0	0	0	11

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

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

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

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

As of June 10, 2012

Assessment Analysis

The Performance data in math, science and social studies indicates that ELLs in the testing grades are across the board scoring from level one to high level three. Students are bright and motivated to learn but tests being text-rich and based heavily on reading fluency some of the ELLs who still lack a strong foundation for CALP find standardized tests challenging without the use of everyday scaffolds, visuals, language cues etc. Even the mathematics, requires heavy reliance on academic and figurative language, being language/literacy based. Data on these standardized tests, provided by ACUITY is analyzed by completing item analyses in ELA and math to assess needs in understanding the academic language, format and directions of such exams. If students are better acclimated with the testing language, terminology and formats of the exams they will perform better. The exam results, as well as the scoring of state exams, better prepare classroom teachers and those teaching the remediation in the extended day programs to plan for instructional practices and steps to improve students' CALP. Beginner level students as well as students who score levels 1 and 2 on the math, science, and social studies exams will be encouraged to attend the additional 37.5 contractual minutes for academic instruction.

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains and making yearly AMAO targets on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the Beginning level are all newcomers and one special education student. During 2011-2012, 90% of students moved a proficiency level from the previous NYSESLAT, one Intermediate student stayed at the Intermediate level but is Proficient in Listening and Speaking. The two Advanced students who took the 2012 NYSESLAT remained at the Advanced level however one raised their proficiency in Listening and Speaking to Proficient. Of the four Advanced students all are Proficient in Listening and Speaking. The fifth grade student is less than ten points in all four modalities from reaching overall Proficiency. Of the eleven ESL students, six are proficient in Listening and Speaking and four are Advanced in Listening and Speaking. There is only one student, who arrived from Yemen in 2011-12 who is reproductive and at the Beginner level in Listening and Speaking. Two Intermediate third graders are Proficient in Listening and Speaking and are now Intermediate in reading and writing. Most Advanced students are currently at least Intermediate in Reading and Writing, their weaknesses in reading and using proper essay formats in writing coupled with academic language to analyze and respond to literature, charts and graphics. One Advanced first grade student still has deficiencies in Reading and Writing being at the Beginner level in both. In ELA they demonstrated weaknesses in analyzing primary documents which was reflected in scores on prior social studies exams.

Upon reviewing the NYSESLAT and ACUITY data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the Intermediate and Advanced students. Nine out of eleven students are either Intermediate or Advanced in Reading and Writing. It is the Reading and Writing skills that are holding most students back from gaining proficiency. This is especially the case with ELLs who are at the Advanced level.
- After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level. At least 90% of ELLs at PS 20 who take the NYSESLAT are reaching higher gains on the Writing modality than they are on the Reading.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year are mostly scoring below 640 on the ELA.
- * ELLs are meeting annual AMAO targets.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will be encouraged to use their native language to strengthen their literacy skills and transfer rules to their second language.
- Utilize ACUITY individualized practice tests in math and ELA.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for students performing below grade level during the school day as well as extended hours.

- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

- * All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies and Best Practices.
- Analyze ELLs data and utilize it, becoming well-informed about the performance of each ELL in order to make sound educational decisions of how to best serve them.
- * Students are encouraged to know their levels in each modality and use the data to set their individual ELA S.M.A.R.T. goals based on the results: Stronger emphasis in 2012-2013 will be put on reading across the grade levels, understanding learning styles and choice.
- Provide opportunities for students to be engaged in purposeful communication and conversations.
- Incorporate all language modalities during a lesson, e.g. group discussions, journals, question and answer opportunities, and guided reading.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and Children First Network.
- Ensure that the Literacy Coach works closely with teachers (ELA & ESL) to support rigorous instruction in curricula.
- Ensure that the CR Part 154 requirements are followed.
- Implement a print rich environment, with use of ESL dictionaries, thesauruses, glossaries and signage in the ELA classrooms and provide practice and assistance analyzing Primary Documents and critical thinking questions for DBQ writing.
- Rotate opportunities for the ELA classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions we are striving toward this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematic academic language, e.g. reading and solving word problems, interactive word wall, manipulatives and encouraging metacognition and writing in the math content area.
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others, problem solving strategies and justification of answers and solutions.
- Ensure the identification and analysis of student strengths and weaknesses to drive and differentiate instruction on an individual basis.
- * Implement school-wide goals of project-based learning into classroom instruction.
- Collaboration between content area and ESL teachers to map out specific student needs.
- Encourage all teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math Coaches works closely with teachers to support rigorous instruction in curricula.
- Ensure that adequate, licensed personnel deliver instruction as stipulated by NCLB and CR Part 154.
- Rotate opportunities for the math classroom teachers to take part in the scoring of the New York State exam so they have a strong understanding of the expectations of exam makers which will provide them with the ability to formulate mini lessons, guided practices, independent practices, activities, open-ended questions in the format of these exams.

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>The Clinton Hill School</u>		School DBN: <u>13k020</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lena Barbera	Principal		1/1/13
Helene Fiorentino	Assistant Principal		1/1/13
Karen Colon	Parent Coordinator		1/1/13
Sheilah Quinn	ESL Teacher		1/1/13
Margarita Rivera	Parent		1/1/13
Eleeza Teagle-Common Branch	Teacher/Subject Area		1/1/13
Jaqueline Simmons-Common	Teacher/Subject Area		1/1/13
Winsome Richards-Math	Coach		1/1/13
	Coach		1/1/01
Deborah De Shong	Guidance Counselor		1/1/13
Margarita Nell	Network Leader		1/1/13
Stuart Morin	Other <u>Related Services</u>		1/1/13
Jose Ruiz	Other <u>Cluster Leader</u>		1/1/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 13k020 School Name: The Clinton Hill School

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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

- a. All newsletters and fliers are sent home in a bilingual format (English/Spanish).
- b. Several bilingual school personnel act as translators. Parents are entitled to language translators when necessary as per Chancellor's Regulations.
- c. Communication is posted in main office as per translation and interpretation guidelines.
- d. Parents are surveyed through DOE "Preferred Language Form" as to their language preference for correspondence.

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.

Languages of Parents in the building are: Grade K- 1 Spanish speaker who prefers that letters and oral interpretation be bilingual Spanish/English, 1 Arabic speaker that has specified English only, and 1 Bengali parent who has also specified English, Grade 1- there are 2 Spanish speakers and one French speaker who have all indicated English on Preferred language forms, Grade 2 has four ESL parents who have indicated translation and interpretation in English, Grade 3- 1 Spanish, one Bengali and one Arabic parent who discussed interpretation and translation being in English, Grade 4- has no ESL parents and Grade 5- has 1 ESL Spanish speaking parent who has indicated needs of written translation and oral interpretation in English.

These findings are shared with the staff via SBST meetings and personnel required to conduct bilingual evaluations, staff meetings, SLT meetings, PTA meetings whereby parents are encouraged to attend and translation is provided when/if necessary, by the ESL teacher when Professional Development is provided to teachers of ELLs, CARE Team meetings where individual students are discussed and needs of parents are analyzed and considered as per Quality Review Goals/Next steps.

- Communication between the school and community is satisfactory.

Part B: Strategies and Activities

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

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

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

- Oral interpretation is available by in-house staff on an “as needed” basis.
- Outside interpreters are available through outside contractors and Department of Education services through Chancellor’s Regulations A-663.

3. Describe how the school will fulfill Section VII

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

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