



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ANNA SILVER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M020

PRINCIPAL: JAMES LEE

EMAIL: JLEE1@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

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
James Lee	*Principal or Designee	
Isabel Reyna-Torres	*UFT Chapter Leader or Designee	
Christine Madhere	*PA/PTA President or Designated Co-President	
Vivian Zhang	Parent	
Joyce Matthews	Member/UFT	
Marie Cammarata	Member/ UFT	
Adam Beck	Member/ UFT	
Christine Walton	Parent	
Lorraine Alba	Parent	
Mohammed Chowdhury	Parent	

** 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June of 2013, the students will report a 25% increase in school friendliness, as measured by a school survey distributed in October, January, and May.

Comprehensive needs assessment

Staff sees large incidence of teasing, put-downs, and impolite behavior.
Staff reports large incidence of arguments and fighting between students.

Instructional strategies/activities

1. Use the Silver STAR reward system to teach key norms of the goals:

Speak and Act Respectfully

Think of and listen to others

Appreciate Others/No Put Downs

Right to Pass/Participate/Help

2. Conflict-manager program, led by a teacher working his/her preparation periods, may integrate the STAR norms.

3. Integration of Wellness in the Schools program to address healthy eating and positive culture in the cafeteria.

A limited number of teachers will be trained in the TRIBES positive learning communities program.

Strategies to increase parental involvement

1. Wellness committee created to address health needs and integrate Wellness in the Schools program. Parents are planning Family fitness night, will volunteer in cafeteria to assist staff in Wellness projects, and will work to integrate PTA in promoting wellness at home.

2.

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 Other

If other is selected describe here:

Service and program coordination

Title 1 funds will be used for a parent workshop educating parents about this program, to purchase rewards for students, to allow a staff person to work (either during preparation periods or through open periods) to manage the conflict managers program, to purchase T-shirts for conflict managers, and to pay for professional development, including training of principal, AP, and staff to implement TRIBES whole-school community program.

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

In June of 2013, the percentage of 4th and 5th grade students making more than one year's growth on the NY State Math Assessment will increase by 5% over the students' 2011-2012 performance

Comprehensive needs assessment

Student performance in math on the NY State Exam, along with student performance on class assessments, was analyzed. This is part of an ongoing analysis that occurs all year, with quarterly monitoring of student progress in class assessments.

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.

PS 20 will meet its goals in math in the following ways:

1. PS 20's math curriculum is currently based on the NY State Standards, the NCTM Standards, and follows the New York City Core Curriculum. PS 20 will continue revising the curriculum to address the US Common Core Standards this year.
2. Grades K-5 will follow the revised scope and sequence (created centrally) for Everyday Math, aligned with the US Common Core Standards and geared towards the NY State Math Exam
3. Teachers will meet at least once per month under leadership from the math grade leader
4. The Instructional Leadership Team meets weekly, planning math professional development and meeting agendas jointly. Each instructional leader meets with their teams weekly.
5. The math leaders will meet at least once per month with the Bank Street Consultant.
6. One-on-one coaching by our Bank Street consultant provides individualized support in the implementation of the curriculum.
7. Each teacher will administer two performance tasks per unit.
8. Each grade team has one teacher who provides AIS in mathematics during the extended day session. We also have one teacher who provides intervention in mathematics at the end of the day. Math Navigator is used by this teacher.
9. We will have one teacher who will devote approximately 20% of her time to pull-out math intervention, using Math Navigator.
10. Math game enrichment group meets once per week during the 50-minute morning intervention period.
11. Students with disabilities are an identified area of need. The assistant principal has begun planning with teachers of students with special needs to identify key areas of need.
12. The entire school will implement math conversation through math messages and performance tasks, following the pilot project from the 2nd grade completed during the 2011-2012 year. Guidance for the instructional methodology for this plan of action will be taken directly from domain 3 of

Charlotte Danielson's Framework for Teaching and from the Sheltered Instruction Observation Protocol.

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.
1. We will have a bilingual paraprofessional in both Spanish and Chinese available one day per week to provide homework assistance. This will be paid for by Title 1 funds.

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).
- School will use Title 1 10% set-aside funds to hire a consultant from Bank Street for approximately 30 days. --The school must coordinate the teacher and volunteers who work with the enrichment morning group. --The school must use Title 1 and FSF funds to pay for extra cluster teachers to provide the release time for teachers to meet for math planning.. --The school has recruited parent volunteers to support the teachers in implementation of cookshop. The school will provide teachers with access to the math resource room where teachers meet for PD with Bank Street Consultant.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June of 2013, the percentage of 4th and 5th grade students scoring at Level 3 or higher on the NY State ELA Test will increase by 5% over the students' 2011-2012 performance.

Comprehensive needs assessment

Student performance in English Language Arts on the NY State Exam, along with student performance on class assessments (running records and on-demand writing assessments), were analyzed.

Our school was identified as a School In Need of Improvement due to our students with disabilities not meeting AYP for two continuous years. An analysis was done to look at the students' performances last year. Objectives were written into the principals' PPR goals.

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.

The School will meet its goals in ELA by doing the following:

1. Focusing school-wide on non-fiction text, per the Chancellor's Instructional Expectations for 2012-2013.
2. All reading and writing units of study will be revised to address US Common Core Standards and will incorporate performance tasks. The reading units will specifically incorporate reader response journals that are strictly aligned with the US Common Core Standards
3. Devoting grade-meeting time to the review of student work from our reading, writing, and social studies units of study.
4. Revising one science unit, with particular attention to incorporating literacy activities.
5. Revising the inquiry-based social studies units that we created last year to further develop our work towards US Common Core Standards.
6. Each teacher team will continue study of the use of a conversation-based instructional strategy (aligned with Charlotte Danielson's Framework for Teaching and with the Sheltered Instruction Observation Protocol)
7. Revising the K-3 word work/phonics block. They will use centers during this time to teach basic phonemic awareness, decoding, sight word recognition, and vocabulary development.
8. Holding weekly grade meetings led by instructional leaders during the day for grades preK-5.
8. One-on-one coaching by our Literacy coach, provide individualized support in the implementation of the curriculum.
9. Providing at least two parent workshops to support parents in helping their children develop language and enhance strategic reading skills.
10. Differentiating instruction through partner/small groups, one-on-one instruction, peer tutoring, and cooperative grouping are used to further

- encourage and promote language understanding, expression, and critical analysis. (Inter-grade partner reading, NY CARES volunteer projects, guided reading, shared reading, read alouds, shared experiences, independent reading, buddy reading, storytelling, oral presentation)
11. Maintaining interactive word walls to introduce and encourage familiarity, recognition, and understanding of language to further enhance writing skills.
 12. Providing a variety of different materials (such as Weekly Reader, Time for Kids and poetry) to expose students to different genres of written and oral language including informational, fiction, non-fiction, historical fiction, realistic fiction, folk tales, and fables)
 13. Reading, writing, speaking and listening instruction is incorporated with the arts by using various enrichment lessons (architecture, Rosie's Broadway Kids, Dare Dance, arts program)
 14. Using the teacher effectiveness rubric during informal observations of literacy workshops.
 15. Incorporating trips, performances, shows, and music instruction exposes students to the arts and encourages collection of data, facts, and ideas that can be used to improve reading, writing, listening, and language skills.
 16. Special Education teachers in upper grades will work with a special education literacy consultant
 17. Teachers of students who are learning English and bilingual teachers will work with a sheltered instruction consultant.

Strategies to increase parental involvement

1. PS 20 will hold a family storytelling night in the spring for grades preK-2
2. There will be a family movie night, which will be aligned with a book, in the winter.
3. Parent Workshops will be held on study habits, the ELA test, and the changes from the Common Core Standards.

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

Use of Title 1 10% set-aside funds for PD AND C4E funds to pay for an AP for instruction, substitutes to provide release of teachers, and two-day literacy coach.

--Use of ICI LSO to provide in-house professional development.

--Use of SINI grant to fund professional development by both our special education and our sheltered instruction consultants.

--Use of community volunteers through NY Cares to establish guided reading/independent reading/teacher resource library (rm. 219)

--Inquiry Team funds will release Teacher Teams for 1-2 days per year in January to

--Cluster teachers and school aides will be used to release teachers for common planning time and professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June of 2012, the attendance rate will be 95%, as measured by the NYC Dept. of Education system.

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.

This has been our goal for the past three years. We have yet to make 95%.

Instructional strategies/activities

PS 20 intends to maintain and improve attendance rates in the following ways: 1. Target students who commute from outer boroughs. Analysis shows that these students tend to have lower attendance rates. 2. Focusing on days of traditionally low attendance (days before/after holidays, Mondays, Fridays, half-days) by scheduling fun activities for those days. 3. Do cross-analysis in November between kids who live out of district and attendance. We will call parent in for one meeting with school personnel (Parent Coordinator, Guidance Counselor, AP, Principal.) 4. On back to school night, parents will be informed of importance of attendance, especially for lower grades. A separate attendance contract will be sent home with students of grades preK-2, with specific attendance details included. 5. Announce and stress year-end rewards at the beginning of the year for perfect attendance and strong attendance. 6. Announcing monthly attendance rates on bulletin boards and in the monthly principal's newsletter.

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.

We believe that our Wellness Committee is an effort to decrease student illness, so we want parent participation in this area.

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

We have a 21st Century After-school program that provides enrichment activities two days per week and homework assistance three days per week.

We use our Title 3 funds to fund after-school programs

We have a state nutrition program that gives all students a healthy snack daily.

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	We provide a number of intervention groups, depending on the needs of students. These include guided reading, guided writing, Wilson, and phonemic awareness. This occurs during the 50 minute intervention period before school. The reading content is integrated with both social studies and science.	Small Group	Before School
Mathematics	We have one teacher dedicated to math intervention on every grade. The specific intervention practice is using math previewing. IN this practice, the teacher teaches the content that will be learned during the day.	Small Group	Before School

Science	Our reading material is integrated with science and social studies.	Small Group	Before School
Social Studies	Our reading material is integrated with science and social studies.	Small Group	Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our guidance counselor does Individual or group counseling. Our psychologist is extremely busy and does not have any time to conduct such services. Our social worker has very little time at our site and only sees one child.	Small group and individual sessions	Before school, during school, and after school

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.

PS 20 has an active recruitment effort that includes collaboration with universities and participation in various professional organizations.

In order to keep all teachers highly qualified, we use Title 1 funds to pay tuition for classes at teacher training programs.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Dan Feigelson	District 01	Borough Manhattan	School Number 020
School Name PS 20 Anna Silver School			

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

Principal James M. Lee	Assistant Principal Jennifer Chase
Coach Stacey Sotirhos/Literacy	Coach Maggie DeLuca/Math
ESL Teacher Rosanne Caputo	Guidance Counselor Sara Rivera
Teacher/Subject Area Katey Bernard/ESL Teacher	Parent Christine Madhere
Teacher/Subject Area Momo Liao/ Dual Language /K	Parent Coordinator Tracey Arrington
Related Service Provider Joe Mok/SETTS	Other type here
Network Leader Dan Feigelson	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	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	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	5		

D. School Demographics

Total number of students in school	634	Total Number of ELLs	131	ELLs as share of total student population (%)	20.66%
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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. 

.Part II: ELL Identification Process

1. When parents register their child at PS 20 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey. If the Home Language Survey and the interview that is conducted at the time of registration indicate that the student could be an ELL then the parent is informed that their child will be administered the LAB-R test to assess their English Language proficiency within the first 10 days of initial registration to a NYC public school. This testing is completed by one of our ESL teachers, Rosanne Caputo or Katey Bernard. Newly enrolled students whose first language is Spanish will also be administered the Spanish Lab, an assessment of their Spanish language skills. The interview is conducted by the assistant principal, Jennifer Chase or one of the ESL teachers, Rosanne Caputo or Katey Bernard. If translation is needed to interview the parent we utilize one of our staff members to function as the translator. Joe Mok (SETSS Teacher), Lisa Shi, Yu Yeuh Lee, and Alice Wu (paraprofessionals) are available to translate for the interviews requiring a Mandarin speaker. Sara Rivera (guidance counselor), Roslyn Rivera (secretary) and Rosanne Caputo (ESL teacher) are available to translate for Spanish interviews. Jennifer Ahmed (special education teacher) is available to translate for Bengali interviews. Students who have been initially identified as English Language Learners through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications in place to assess their English proficiency. The testing coordinator/assistant principal, Jennifer Chase, works closely with the ESL teachers, Rosanne Caputo and Katey Bernard to plan for and administer the exam. Reports are run from ATS (RLAT, RNMR, RYOS, RLAB, RELL and the RLER) and cross referenced with the ESL teachers' caseloads. In addition to newly identified ELLs during the current school year, students who were identified as ELLs in previous years and have not attained proficiency are also tested again at this time. This information is gleaned from the reports above. Students are tested in the 4 modalities (Reading, Writing, Listening, and Speaking). The test coordinator schedules the speaking part of the exam to be administered during the first week of the testing window in April. The part of the exam that tests the other modalities are scheduled on the first three days of the testing window in May. The test coordinator maintains records of who has been tested and who has not been tested in by modality. This allows plenty of time to ensure that make-ups exams are given to students who may have been absent during the initial administration.

2. Once a student has tested eligible for ESL services, the parent is asked to come to an orientation within 10 days. During the orientation, the parent watches the DVD that describes the three programs that the city offers for ELLs (Transitional Bilingual, Dual Language and Freestanding ESL). We show the DVD in the language that the parent is most comfortable with. We also provide a translator that speaks the language who will be able to answer any questions that the parents may have. The orientation is usually conducted by the assistant principal (Jennifer Chase), the parent coordinator (Tracey Arrington), and an ESL teacher (Rosanne Caputo or Katey Bernard). The following staff members may be used as translators: Mandarin - Joe Mok (SETSS teacher), Alice Wu, Yu Yueh Lee, and Lisa Shi (paraprofessionals). Spanish - Sara Rivera (guidance counselor), Roslyn Rivera (secretary), and Rosanne Caputo (ESL teacher). Bengali - Jennifer Ahmed (special education teacher). After parents have watched the DVD explaining the three programs, we allow them to ask any questions that they may have about any of the programs. If the parent is unable to attend the orientation that day, we will make an appointment with the parent for another time within one week. If the parent is unable to make an orientation, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the

child in the appropriate class within 9 days.

3. Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100 percent compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. All students deemed eligible to receive service will receive ESL services within 9 days of being identified as an ELL. Entitlement letter records are maintained by Rosanne Caputo, one of our ESL teachers. She maintains a spreadsheet of all new admits, the results of the LAB-R, and whether a student is entitled to receive services. Also part of this spreadsheet are columns that keep track of the distribution of the parent surveys and program selection forms. A folder is kept by the ESL teacher in her office with this documentation. Rosanne distributed the entitlement letters to the students' classroom teacher. Teachers distribute the letter directly to the parent. The parents are asked to return the letters to our parent coordinator, Tracey Arrington. Tracey gives the completed letters to Rosanne Caputo. Rosanne maintains the records. The forms are filed by graduation year of the student and stored in the main office.

4. All students deemed eligible to receive ESL services, as evidenced by the result of the LAB-R assessment, will receive this service within 9 days after being identified as an ELL. Our school currently offers a freestanding ESL program and a dual language program for Chinese speaking students. When students register and there is a possibility of the students qualifying for ESL services, we explain the three different programs to the parent. We then make a decision to place the students in a class based on what the parents' initial thoughts are. Once the testing is complete we notify parents of their child's eligibility to receive ESL services with the entitlement letters, we hold the full orientation explaining the three different programs, and then we switch a child's class at this time if the parent desires a different program than the one that their child was initially placed in. If the parent chooses, we will seek out alternate placements in other schools for the programs that we currently do not offer. This information is communicated to our parents through the Parent Coordinator with the assistance of the used that we use as translators (listed above). However, the trend has been that parents do not want to remove their child from PS 20. After examining the results of the NYSESLAT, during the summer, students are placed in classes where they will be continue to receive the mandated ESL services that they qualify for. Students are clustered into classes that are taught by an ESL teacher or in a class where an ESL teacher will services then via a pushin/pullout model. Students in the dual language program are placed in the dual language class for the following year. Research shows that it is best for students to continue in one type of program. Placement letters are sent to each child who is eligible to receive services based on their LAB-R and/or NYSESLAT results. These are distributed and records of them are maintained by Rosanne Caputo, our ESL teacher. Continued entitlement letters are sent to all students who were deemed eligible to receive ESL services based on the results of their NYSESLAT exam. Copies of the continued entitlement letters are maintained in by the ESL teacher in her office.

5. The information gleaned from the home language survey forms clearly indicates a strong preference for ESL instruction. Many of our ELL students come from homes where English and Spanish or English and Chinese are spoken simultaneously. Over the past few years, the parents are choosing Freestanding ESL as their preference of program. After the beginning of each year the LAP team examines the parent choice letters. If we receive 15 parent choice letters requesting a Transitional Bilingual Education program or a Dual Language program, from parents of students in two consecutive grades (for example: K and 1), then we will open a class to meet the parents' requests. This fall as per parent request (25) and the New York State and City mandates, we have opened a Kindergarten and First Grade Dual-Language Mandarin Program

6. We have in fact opened a Dual Language Kindergarten and Dual Language First Grade class to accommodate parent requests and city and state mandates. The Dual Language Program is now in its second year.

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin/English

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%)	1	1	0	0	0	0								2
Freestanding ESL														
Self-Contained	1	1	1	1	0	0								4
Push-In	1	2	1	1	1	1								7
Total	3	4	2	2	1	1	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	22
SIFE	6	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

	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	35									35
ESL	83	6	18	13		3				96
Total	118	6	18	13	0	3	0	0	0	131

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

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
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	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	
Spanish																			0	0	
Chinese	13	30	22	25															35	55	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	13	30	22	25	0	35	55														

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): 12

Number of third language speakers: 8

Ethnic breakdown of EPs (Number):

African-American: 4

Asian: 59

Hispanic/Latino: 13

Native American:

White (Non-Hispanic/Latino): 9

Other: 1

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	3	4	17	10	12	9								55
Chinese	2	3	12	9	3	4								33
Russian														0
Bengali	1	0	1	2	1	3								8
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	6	7	30	21	17	16	0	97						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

ELL Demographics –Programming and Scheduling

Instruction Delivery:

1. We currently have 4 self-contained ESL classes. All of our ELL students in grades 4 & 5 are clustered together in one general education class per grade where our ESL teacher pushes into the class and co-teaches with the classroom teacher to address the needs of the various levels in the class. Additionally, the ESL teacher pulls out the students who scored on a beginner or intermediate level. Students who are new to the United States and speak limited English are also being served during the Extended Day Program (Tuesdays, Wednesdays, and Thursdays for 50 minutes periods). The students in the self-contained classes and the 4th and 5th grade general education classes with ESL services are mixed heterogeneously. Native English speakers, students scoring Advanced, Intermediate, and Beginner are all present in each class.

2. Organization of Staff:

On staff we have 6 certified ESL teachers. Four of those teachers teach a self-contained ESL class (grades K-3). The 5th and 6th teacher provides push-in/pull-out services to the students who are in 4th and 5th grade and students who are in CTTs or self-contained special education classes. Beginners and Intermediates who require 360 minutes of ESL instruction are served through this model. Advanced students who require 180 minutes of instruction are also served through this model. For our dual language classes we follow a side-by-side model. Our Kindergarten Dual Language teacher of the English class is a certified ESL teacher with a common branch certification as well. Our Kindergarten and 1st Grade Dual Language teachers of Mandarin are certified in Bilingual Education and Early Childhood. One of our Push In/Pull our ESL teachers works with the English teacher of the First Grade Dual Language class. The students receive one day of native language arts instruction in Mandarin and then one day of instruction in English and the pattern continues. The entire school day is taught in either the Mandarin or English depending on what day it is for the students. This amounts to approximately 280 minutes per day. The two classes of twenty-five students are mixed with English Proficient students and ELL students who are Mandarin speaking.

3. Content Area Instruction:

To develop academic language in the content areas in the ESL and Dual Language programs, a context-embedded approach is used in our classrooms. Students in the Dual Language classes receive content area instruction (math, science, and social studies) in both Mandarin and English from their classroom teachers as well as cluster teachers using the SIOP model of instruction. The teachers plan a curriculum that builds upon each other so that lessons are not repeated. Students receiving ESL services receive content area instruction (math, social studies, and science) from their classroom teacher and their ESL teacher working in a team teaching approach with the SIOP model of instruction. Teachers in each grade of ESL and Dual Language classes follow the scope and sequence for their grade in relation to social studies and science. In math, the teachers use the Everyday Math program that has specific activities, methods, and adaptations for ELL students integrated into each lesson. Teachers use thematic units of study, and they use supports such as graphic organizers, models, maps, charts, word walls, etc. Much real-world experience is also provided, with students receiving multiple opportunities to use academic language within activities. Instruction must be clearly differentiated for students to make the necessary gains. For example, the content area subjects are taught using manipulatives, through hands on experiments as well as through visual and dramatic arts in order to

A. Programming and Scheduling Information

maximize opportunities for comprehensible input. In all subject areas the use of smartboard and ipad technology is used during instruction to provide an interactive approach to learning language as well as an opportunity to see more visual images. We have purchased non-fiction books in written in Chinese and Spanish that align with our social studies and science curriculums that are available for our students to use. The ESL teachers use these as supports within their content area lessons. Our ESL teacher provides service to our students during content area blocks and plans projects and instruction that encourage academic language.

4. Evaluation in Native Language: Teachers who speak the child's native language will conduct informal assessments using Native Language Materials. Running records and spelling inventories which provides a feature analysis is also conducted for newly arrived Spanish speaking students.

Developmentally appropriate rubrics have been established for the Mandarin English Dual Language Program. Check lists fro Listening, Speaking, Reading and Writing are used in the existing Kindergarten and First Grade classes and Checklists have also been established for the anticipated use in Second and Third Grade Classes.

+5. Differentiation of Instruction for ELL sub-groups:

Instructional Plan for SIFE - Our SIFE students participate in a newcomers/beginner group that meets once a day with one of our ESL teachers. The teachers who work with our SIFE students will pair the students with student who speaks their native language in the classroom. The teachers will also use a variety of manipulative and visuals when instructing as well as provide meaningful experiences that the students can relate to. Our SIFE students participate in the Extended Day Program as well as the Title III after-school program.

Instructional Plan for Newcomers: Students who are new arrivals also participate in extended day programs. They are ability grouped with a focus on providing comprehensible input to expand receptive vocabulary. LAB-R and NYSESLAT results are used as a baseline to assess students English Language Proficiency. Portfolios are used for ongoing assessment. All students are also assessed using TC Running Records, Writing Analysis, and EDM unit assessments. Our newcomers who speak very little English will also be paired with a student in class who speaks their language to help them adjust to school. The newcomers will also participate in a newcomers group where they will work with an ESL teacher in a separate location where they will address basic conversational skills as well concepts of print and literacy. In the general education and self-contained settings students will be instructed in small groups throughout the day to address their needs. All students will be exposed to the grade level content curriculum. The use of visuals, manipulatives, and total physical response will be ongoing. When possible, a teacher who speaks their language will be available for native language support.

Instructional Plan for ELLs receiving 4-6 years of service and Long Term ELLs: Students receiving 4-6 years of instruction are currently in grades 3-5. The model of instruction will follow the naturalistic approach to language learning and adhere to Balanced Literacy Approach delivered via the Workshop Model, Applied Whole Language and ESL methodologies to create and implement integrated classroom curricula. Instruction will:

- Provide a supportive curriculum that adheres to class curriculum so as to strengthen the ELL's reading, writing, listening, and speaking skills in the context of daily instructional activities.
- Provide formative and summative assessments to determine newly arrived students' proficiency assess needs and determine goals.
- Differentiate instruction according to the specific needs of individual learners.
- Provide methods and strategies known to promote language development and build critical thinking skills.

These provisions will be met by adhering to various ESL activities that include, but are not limited to reading and writing workshops, scientific inquiry, author studies, listening and speaking activities, and other various strategies that deal with the linguistic system of pronunciation, vocabulary, grammar and discourse. ELLs will be exposed to high level thinking such as analyzing, reasoning, synthesizing, and self-evaluation. Some of the materials being used in our classrooms with our ELLs include: Read About, Ticket to Read, Reading Reform, and Moving Into English.

6. Instructional Plan for ELLs identified as having special needs: Many of our ELLs who have been identified as having special needs have been previously X-coded are now served as per their IEP. These students participate in the Extended Day Program and the after-school program. The students, who are not served as per their IEP, receive the mandated minutes of service either in a mainstream ESL classroom or in a small pull-out group with an ESL teacher. The ESL teacher consults with their special education teacher and the child's

A. Programming and Scheduling Information

IEP to best address their needs. Instructional strategies for ELL-SWD are similar to those of the general education ELL student. We are using the SIOP model of instruction. Many of the activities that are planned for ELL-SWD include total physical response, movement, technology (ipads and smartboards). ELL-SWD are also serviced with general education peers who can serve as language models. The ESL teachers track their service of ELL-SWDs with SESIS (Special Education Student Information System). ESL teachers meet with administration to determine scheduling and programming needs for all students. Students whose IEP mandates bilingual instruction receive an alternate placement language paraprofessional as bilingual special education programs are limited in our district and parents do not want to move their child from PS 20 and their program.

7. ELL SWDs are included in all special and enrichment activities present at PS 20. Students attend these activities with their general education peers and adult support if needed. PS 20 believes that all students should be exposed to each program. Where appropriate ELL SWDs are mainstreamed into instructional programs on their grade level. Each teacher of ELL SWD meets with their grade team once a week and plans are developed to keep as many students in the least restrictive environment for that child based on their needs.

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:				

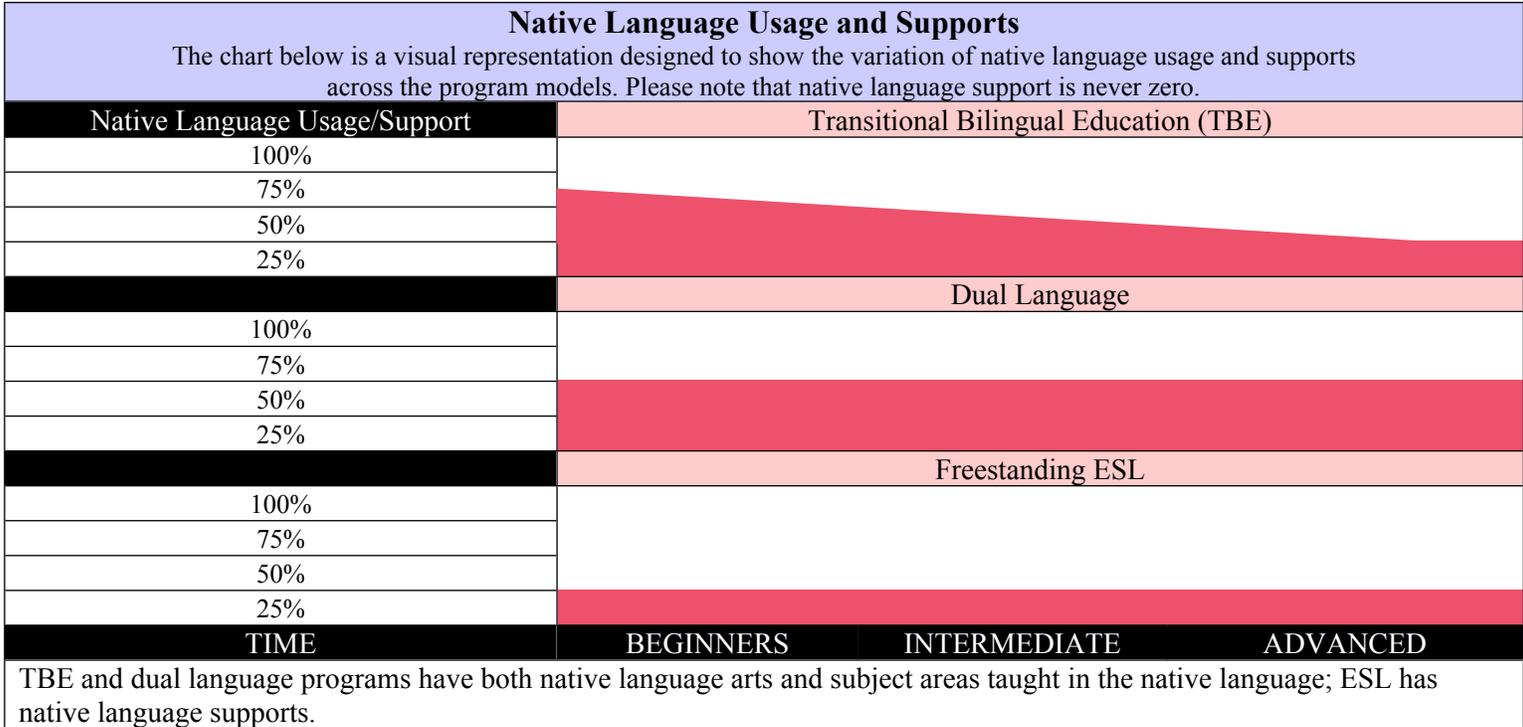
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Targeted Intervention Programs for ELLS:

8. The targeted intervention programs that are used in our school to support our ELLS include Wilson Reading and Lexia. Reading Reform, an Orton Gillingham program, is also used with our students. Students receive ELA and Math intervention in the form of small group instruction from teachers that include strategy groups, oral language groups, and guided reading groups. The use of Ipads is also being integrated at this time during small group instruction. Different applications that target specific reading, writing, and mathematics skills are being used based on students' individual needs. Native Language support is offered in the content areas of social studies and science by a teacher who speaks the native language of the child. Instruction is given in a small group setting that corresponds to the curriculum being delivered in English in the classroom. No specific programs are being utilized at this time. We are currently working with ChinaSprout to get additional texts in the content areas.

9. Instructional Plan for Continuing Transitional Support for ELLs reaching proficiency on the NYSESLAT:

Many of our former ELLs are in 4th and 5th grade. The ESL Push-In teacher who serves these classes is available to them and will continually monitor their progress with their classroom teacher and provide any support that is necessary. The ESL teacher will consult with the teachers of former ELLs and offer support to the teachers as well as the students. We will continue to provide the necessary, allowable, testing accommodations for two years after a student has reached proficiency. Former ELLs also participate in our Extended Day program and out Title III after school and Saturday Academy program.

10. Improvements That Will Be Considered for the Upcoming Year:

We are continuing to look at the team teaching models that are used with the general education teacher and the ESL teacher to best meet the needs of all our students. In addition we are also studying the the Sheltered Instruction Observation Protocol (SIOP) and in our dual language classes Two-Way Immersion Observation Protocol (TWIOP) and looking to implement both in our classrooms this coming year. One of our ESL teachers attended an Ipad training and is now integrating more technology and using using different applications to assist our students.

11. Programs being discontinued:

At this time, we are not discontinuing any programs that specifically serve our ELL population.

12. Access to All School Programs:

One of the wonderful things about PS 20 is our enrichment/extra-curricular activities. Our extracurricular activities are as follows: Cookshop, Scholastic Read Aloud and Monthly Book Club, Chess in the Schools, Morning Math Club, Morning Theater Club, Morning Team Green Science Program, Estee Lauder Perfume Project, Architecture, Rosie's Broadway Kids, National Dance Institute, Basketball, Cheerleading and much more. All ELLs are encouraged to attend these programs. Some of the programs are done with their regular class during the day. Announcements regarding all programs are distributed in English, Spanish, Chinese, and Bengali. We are in our third year

of our Title III after-school program that is run jointly with a 21st Century Program. All of our ELL students are encouraged to attend. Through this program students are provided additional academic supports as well as a social setting in which to practice language.

13. Instructional Materials That Support ELLS

Two years ago, we installed SmartBoards in all of our 3rd, 4th, and 5th grade classrooms. Teachers have been able prepare more multi-media lessons that are visual and more accessible to our ELL students using this technology. There are 4 computers available in each classroom in the school. We have purchased additional native language arts books in Spanish and Chinese. The books that we ordered this year align with our social studies and science curriculum, especially in the upper grades. We now have 7 Ipad that are available and being used by our ELL students with many different applications that aid their English language acquisition. All of these materials support our ELL-SWDs, our newcomers, and our 4-6 year ELLs as well as our SIFE students. Students are provided with more visual images to support their learning of English. Students are also using applications on the Ipad that range from basic language skills(stories and alphabet work). This helps provide them with some added instruction/support on basic language concepts that are not part of their grade level content curriculum. In addition, Our newcomers benefit from the use of the Ipad and the use of native language arts books in order to strengthen their native language which in turn will help with their learning of English.

14. Native Language Support:

We currently have staff members who speak Spanish (Rosanne Caputo, Fatime Jimenez (paraprofessional), Sara Rivera and many classroom teachers), , Chinese (Joe Mok, Yu Yueh Lee, Alice Wu, and Lisa Shi (paraprofessionals), and Bengali (Jennifer Ahmad). These staff members are available to provide native language support when necessary. At this time, Joe Mok and Rosanne Caputo are ESL teachers. The others who provide support are part of our support staff (SETSS, AIS, Guidance) or are fully licensed classroom teachers. We also provide students with books and content material in the native language. We place our students in classes where other students speak their native language and English so that they can learn from each other and support each other. We have ordered additional native language arts books for the classrooms this year. This goes for all student in our ESL and Dual Language programs.

In the dual language classrooms, students receive native language arts instruction in Mandarin every other day. With the side-by-side model they are immersed in Mandarin one day and then immersed in English the following. The teachers of the Mandarin speaking class provide the class with Native Language Instruction throughout the day since the class is exclusively in Mandarin.

15. Meeting the Needs of the Different Ages and Grade Levels

With our current programming we are meeting the needs of all of the ELL students in the school. The instruction that we provide to students in all grades corresponds to the grade level that they students are in. We provide multiple points of entry to lessons through the use of multi-sensory instruction and the SIOP model. We make sure that we are providing instruction that is developmentally appropriate. For example in K-2 grades, we integrate much of the English Language instruction into our Plan-Do-Review time. This provides the students real experiences where they can practice using language in the puppet center, block center, dramatic play center, and the kitchen center. For our students in grades 3-5 we integrate more support for our ELL students through the traditional reading, writing, and math workshops. We provide multiple opportunities for students to talk during lessons, provide field trips that correspond with the units of study for the content areas, and integrate the use of technology (smartboards and ipads) to provide additional language supports. We are always looking to improve our instruction with our SIFE population. Over the past few years we have received students into our school who are coming in to grades 3-5 with limited educational experiences. We have been provided more small group instruction with these students. Our ESL teachers provide these students with at least 360 minutes of instruction where they will work on language basics as well as the content for the grade level. The use of technology with these students has been helping them tremendously. Through the use of the ipads, students are able to practice basic alphabet skills, listen to literature in both English and their native language, and also record themselves reading.

16. Newly Enrolled ELL Students:

Newly Enrolled ELL Students new to the school and the country will be part of a mentorship program. Each student will have a peer mentor who will supply them with pertinent school information, such as important locations in and around the school grounds and other

available school support services. This practice will provide meaningful oral language development using the school community as a natural springboard. Our Guidance Counselor also holds a newcomer group where she addresses the new transition that the students are going through with culture, language, and school. This group is ongoing throughout the school year.

17. Language Electives for ELLs

We currently offer an early morning Chinese(Mandarin) enrichment program for our students who are English proficient and need more exposure to Mandarin. We also have a teacher who speaks Mandarin providing content area instruction to the dual language classes.

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)?

1. In our Kindergarten and First Grade Dual Language Mandarin Program we follow a side-by-side model. With this model 50% of the time the students receive instruction in Mandarin and the other 50% of the time students receive instruction in English.

2. English Proficient students and English Language Learners are integrated 100% of the time in the dual language program. There are two classes. Each class is comprised equally of English Language Learners and English Proficient students. All content areas are taught in both English and Mandarin. No content area is taught in isolation in either language.

3. The two classes of students switch classrooms and teachers daily. Class A spends Monday, Wednesday, and Friday in the Mandarin classroom, while Class B spends these days in the English classroom. The following week the classes switch days. Class B spends Monday, Wednesday, and Friday in the Mandarin classroom. Each teacher teaches all of the core subjects. A typical day in either class includes a morning meeting, readers workshop, writers workshop, math workshop, plan-do-review, lunch, recess, and social studies or science or an arts class taught by a cluster teacher. Each subject is taught in a 45-60 minute period. The schedule looks the same in both the Mandarin class and the English class.

4. The model our dual language program uses is side by side.

5. Emergent Literacy is taught to all children in the dual language program in both Mandarin and English simultaneously.

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.

D. Professional Development

1. Ongoing professional development will be provided in the areas of the Sheltered Instruction Observation Protocol (SIOP), using technology, revising our curriculum to align with the Common Core Standards, and understanding performance based assessment. Professional development is provided on dedicated days throughout the school year to address these areas. As grade teams, we are continuing to develop units of study that engage all students and include outcomes for understanding and to address the new Common Core Standards. We will also be developing performance based assessments aligned with the Common Core Standards while keeping in mind the Danielson's Framework for Teaching. In addition, each teacher will be participating in students observation case studies for mathematics, reading and writing. Teachers will be observing students to learn more about their learning styles, how students solve problems, and what next steps need to be taken to further their learning.

2. Our staff members make themselves available to all of our students transitioning to middle school. Our Guidance Counselor pushes into our 5th grade classes once a week starting in May. She discusses problems that they may encounter in middle school and she also teaches them about advocating for themselves and their services (ESL and special education). Our ESL teachers who work with 5th grade continue to provide them with support and help prepare them for what life in middle school will be like. We also encourage 5th grade students/classes to visit the middle schools that they may possibly be attending.

3. Over the course of the year with our professional development days dedicated to the SIOP, Common Core Standards, and performance based assessment, teachers will participate in at least 7.5 hour professional development. This professional development will provide the teachers with strategies in teaching ELLs as per Jose P. Teachers and paraprofessionals of special education will receive 10 hours of training. This training happens once for all teachers.

E. Parental Involvement

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

1. PS 20 will host a series of workshops for parents of ELLs. The initial Parent Orientation meetings held in September 2011 offers parents the opportunity to learn about the PS 20 ESL parent workshops held throughout the year via Title III funding and 21st Century with support and tips for parents to use with their children at home. At the Part 154 meetings, held within the first ten days of the 2011-2012 School Year, parents will be informed of their rights and program choices in their native language and will be given documentation in their native language to ensure a full understanding. Translators will be available at all parent meetings. Parents are encouraged to meet with classroom teachers regarding child's performance and progress. An ELL Parent Conference will be conducted in the spring prior to the administration of the standardized tests to review strategies to assist parents in helping their ELL students prepare for each exam. This year we are conducting also conducting parent workshops on the ARIS Parent Link and how to access the information provided there. The workshops are conducted with translators so that the information is accessible to all parents. Parents of ELLs currently serve on our PTA and on our SLT and have a strong voice in our community. As part of the 21st Century Grant, we also work with ENACT who provides our school with a number of parent workshops throughout the school year. These workshops are open to all parents. Translators will be provided. ELL parent orientations are held on an ongoing basis throughout the school year as new students register to the NYC schoolsystem for the first time.

2. We currently partner with Educational Alliance, Henry Street Settlement, ENACT, and Food Bank for NYC. Educational Alliance provides mental health services to some of our students and their families. Henry Street Settlement provides an after-school program and also works with PS 20 to provide the clubs for the PS 20 after-school program. The Food Bank for NYC provides training for some of our staff including teachers in grades K-2 for the "Cookshop" program (a health and nutrition program that promotes healthy cooking and eating). This program has brought many of our parents together who speak different languages and also teaches them the value of healthy cooking and eating.

3. Our parent coordinator sends out a survey to assess/evaluate the needs of our parents. We also look at our Learning Environment Survey to see what the needs of the parents are. We have many staff members who speak Spanish, Chinese, and Bengali who are available to translate for parents as needed. We also utilize the over-the-phone translation units for lower incident languages and if we do not have an available staff member who can translate.

4. Parents have a computer room in order to access the Aris Parent Link and information which will be helpful for their child's continued academic achievement. We also have a Parent Night where the arts are linked to language acquisition, providing parents with a different lens on ways to engage their children in meaningful conversation.

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)	0	22	6	4	3	5								40
Intermediate(I)	6	7	7	8	4	3								35
Advanced (A)	14	0	12	10	12	8								56

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	20	29	25	22	19	16	0	0	0	0	0	0	0	131

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		5	2	0	3	1							
	I		18	3	1	1	2							
	A		5	12	7	2	3							
	P		1	12	13	16	20							
READING/ WRITING	B		19	3	3	3	5							
	I		7	5	6	3	3							
	A		0	10	8	11	8							
	P		1	7	2	1	10							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	9	1	0	18
4	8	6	5	0	19
5	8	4	0	0	12
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	4	1	8	0	2	2	0	0	17
4	1	3	10	1	6	1	3	2	27
5	2	4	4	0	2	2	0	0	14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	1	2	9	1	8	2	25

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

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

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

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

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

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.

1. The assessment tool used by the teachers at PS 20 to assess the early literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has shown that many of our ELL students are reading below grade level. In grades 3-5 it is showing us that the students need to develop their critical thinking skills more because they are unable to comprehensively answer the inferential questions about the text. This shows us that we need to provide more time for thinking about the literature and to also provide scaffolds for the students in this area. Also, the vocabulary and the words that student tend to miss during their assessments are Tier II words. This information is part of the data that we used to determine our professional development plan for the school. We are also looking at our language and word study blocks to look at how to improve instruction in this area.
- 2 & 3. The NYSESLAT /LAB-R data shows us that all 41 ELL students in grades K-1 are Beginners and Intermediates. The trend in grades 3-5 is that 25 out of 52 ELLs are Beginners and Intermediates. This is different than years past. We have had a number of students enter our school over the past two years who are SIFE and who have limited academic skills in their native language. We did have 18 students score an overall Proficient last year as well. After looking at the Modality Analysis for the NYSESLAT, it is apparent that our students continue to need more support with reading and writing, there was, however an increase in the number of students (21) still deemed eligible for ESL services who scored proficient in Reading and Writing. 62 students tested at the Proficient level for Listening and Speaking. This shows us that more support is needed in developing our students writing, reading comprehension, and critical thinking. This information was used in developing our school-wide professional development plan.
4. On NYS Assessments our ELL students score very well in Mathematics. Out of 43 students tested, 58 students scored a level 2, 3 or level 4. On the ELA only 25 of our 49 students scored a level 2 or 3. No level 4s were attained. On the NYS Science Test, 20 out of 25 student scored a level 3 or 4. Our English Language Learners score about the same in Science and Math as the general population at PS 20. They score slightly lower on the ELA exam. There are a limited number of students taking the content area tests in their native language. The number of students who take the NYS assessments in their native language are few (4-5 students). Where appropriate, students receive native language instruction in small groups a month prior to taking the exams, so that they are able to manipulate and have a grasp of the exam in their native language if they are indeed testing in that language. Staff members who are fluent in the students' language lead these small groups. Students who take a content area exam in their native language do generally score better than if they had only taken the exam in English. We do not use the ELL Periodic Assessments in our school at this time. We use our TC Running Records and our Writing Assessments as interim assessments to track our ELL students. School leaders meet with classroom teachers to discuss this data in our one-to-one meetings. During these meeting the school leaders and teachers develop an instructional plan on how to meet the needs of their students. Our school-wide data on our writing assessments in October, shows that only 42% of our ELL students are writing on or above grade level. Our school-wide, only 11% of our ELLs are reading at grade level. This shows us that we have much room to grow in both of

these areas. This is one of the reasons reading comprehension and the SIOP model have become an integral part of our PD Plan.

5. Dual Language: The English Proficient students are assessed in the second (target) language through teacher developed assessments. There is no standardized assessment of Mandarin for these students. By the time the students exit the dual language program at the end of 5th grade, they are expected to be fully bilingual, biliterate, and bicultural. English Proficient students in the K and 1 dual language classes are currently at the beginning stages of their learning of Mandarin. Many students have learned some characters and are beginning to respond in Mandarin.

6. Success of our ELL programs is measured through quantitative data as well as qualitative data. We look at the number of students who moved up 1 or more levels on their NYSESLAT as well as how many students are passing the NYSESLAT and no longer need ESL services. Classroom observations and 1:1 data conversations with teachers of ELL students help in the evaluation of the instruction and what is being executed in the classroom. We also look at the social and emotional development of our ELLs. This data is gathered by our guidance counselor

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James Lee	Principal		11/1/11
Jennifer Chase	Assistant Principal		11/1/11
Tracey Arrington	Parent Coordinator		11/1/11
Rosanne Caputo	ESL Teacher		11/1/11
Christine Madhere	Parent		11/1/11
Katey Bernard/ESL	Teacher/Subject Area		11/1/11
Momo Liao/Dual Language K	Teacher/Subject Area		11/1/11
Stacey Sotihiros	Coach		11/1/11
Maggie DeLuca	Coach		11/1/11
Sara Rivera	Guidance Counselor		11/1/11
Dan Fiegelson	Network Leader		11/1/11
Joe Mok	Other <u>SETSS/Mandarin</u>		11/1/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M020 **School Name:** PS 20 Anna Silver School

Cluster: _____ **Network:** Children's First 203

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.

We review the home language surveys to determine which languages we have in the school. We then speak with parents to determine if they are are bilingual in English or another language (for example, some parents may speak Fukinese, but can understand Mandarin so verbal translation in Mandarin suffices).

We have three major languages for written translations. They are Bengali, Chinese, and Spanish. Upon verbal feedback from parents, the Bengali community has let us know that written English is preferred to Bengali. The reasons for this are 1.) the community is not literate in this language and 2.) the version of written Bengali that comes from our central translation office differs from the version that they have learned.

We have four major languages spoken for translation. They are Bengali, Mandarin, Cantonese, and Spanish.

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.

We have three main languages for written translations. They are Bengali, Chinese, and Spanish. We have four major languages spoken for translation. They are Bengali, Mandarin, Cantonese, and Spanish. It is given that we must provide such translation at every meeting.

Part B: Strategies and Activities

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

Written translation is provided in three main ways:

1. We translate material in-house by native speakers. This applies to Spanish material and most short notices in Chinese.
2. We rely on department of education services for lengthy Chinese documents and all Bengali documents.
3. We sometimes use freetranslation.com when we have a shortage of time. We either pay to have documents translated by professionals, or we use free translations and have them reviewed by native speakers to ensure that the translation is correct.

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.

We have all Spanish and Chinese translation performed by in-house staff.

For Bengali, we only have one staff member who is bilingual. She performs most translation, but the school is often faced with not meeting the Bengali need.

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>.

There are signs posted at the main entrances and in the main office that notify the parents that translation is available to them either by staff or via phone.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School:	DBN: 01M020
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 65
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 20 AFTER-SCHOOL PROGRAMS

PS 20 will serve approximately 65 ELL students and 5 former ELL students in an after-school program that will run from October - May, 5 days per week. This after-school program will combine a 21st Century after-school grant and Title 3 funds to form this 5 day program.

The Title 3 component of this large program will occur on Mondays, Wednesdays and Fridays. On Wednesdays and Fridays one certified ESL teacher will work with two groups of 20-25 students who are at beginner to intermediate levels of English proficiency. Each instructional group will meet with the teacher for 50 minutes. One group will consist of students in Kindergarten and first grade (3:10 - 4:00), the other group will consist of 2nd - 5th grade students (4:10 - 5:00).

The instructional program will consist of promoting English language development that particularly supports student achievement in the content areas of literacy, social studies, and science. Students will learn content-specific vocabulary and phrases (their targeted goals), gaining valuable practice in expressing this language through oral and written activities. They will also learn instruction-specific vocabulary that students must master in order to function in classroom lessons (these words and phrases may be particular to our PS 20 program, such as words needed to function in our literacy workshops) or they may have a much more general purpose.

On Mondays, the Title 3 certified ESL teacher will teach two additional groups of 10-15 students each. They will have one 50 minute instructional period each (3:10 - 4:00 and 4:10 - 5:00.) These students will be students who are at intermediate to advanced levels of English proficiency. One group will be K-3, while another group will consist of students in grades 4-5.

The instructional program of this program will be specific to English language use in content-area instruction. Rigorous study of "juicy" vocabulary and sentences encountered through higher-order analysis of literature and non-fiction text will be addressed. This vocabulary and sentences chosen for study will be aligned with the language goals for students.

Demonstration of acquisition and understanding of the newly learned words, sentence structures, and concepts will be through reading and verbal expression will be stressed.

NATIVE LANGUAGE SUPPORT FOR NY STATE ASSESSMENTS

We will hire one Spanish and one Chinese language teacher who will support our newcomer students in their native language. We have approximately 3 Chinese and 4 Latino students who must take the

Part B: Direct Instruction Supplemental Program Information

mathematics exam in their native language. The teachers will spend approximately 5 weeks reviewing key concepts in the native language. The ESL staff for our Title 3 program, along with our regular school day ESL staff, will be engaged in work on the instructional strategy of sheltered instruction. In specific, they'll focus on delivering clear instruction and on supporting vocabulary acquisition.

Part C: Professional Development

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

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

Begin description here:

All of the teachers have been engaged in this professional development for two years. We will have a consultant from Cutting Edge Education in Utah come for two days to deliver the professional development in both the sheltered instruction and the reader's theater.

The consultant will combine one day of workshops with three days of in-class coaching. Two of these consultant days will be funded by other sources, however we will use Title 3 funds to pay for all 3 substitute per diem days that are needed to follow the consultant and release teachers so she may speak with them.

The dates for the workshop and observations are as follows: November 4 -8, 2012.

Part D: Parental Engagement Activities

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

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

Begin description here: We will sponsor one Parent Learning night. This evening will promote the connection between our literacy enrichment programs and language acquisition. We will hire our main arts consultant, Urban Arts, to conduct this parent night. All artists have experience in hosting these

Part D: Parental Engagement Activities

workshops that specialize in arts that foster language acquisition. We anticipate serving over 200 people from 150 families. This night will occur the third week of March.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		