



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 20

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q020

PRINCIPAL: VICTORIA HART

EMAIL: VHART@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Victoria Hart	*Principal or Designee	
Bonnie Serle	*UFT Chapter Leader or Designee	
Jun Li	*PA/PTA President or Designated Co-President	
Lois Lee	CBO Representative, if applicable	
Mary Chen	Member/ Parent	
Shalini Dhanda	Member/ Parent	
Minxia He	Member/ Parent	
Sherrell Jordan	Member/ Parent	
Gloria Reyes	Member/ Parent	
Jennifer Wang	Member/ Parent	
Xue Mei Zheng	Member/ Parent	
Eileen Aherne	Member/ Teacher	
Lisa Barton	Member/ Teacher	
Danna Beckerman	Member/ Teacher	
Lori Wansor	Member/ Teacher	
Cynthia DiBello	Member/ Assistant Principal	
Patrick Foy	Member/ Assistant Principal	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. In response to the 2011-2012 Learning Environment Survey by June 2013 a minimum of 2 new structures will be developed and analyzed for success in improving communication about curriculum and instruction among administrators, teachers, parents and students. The success will be measured by seventy percent positive responses on parent and teacher in-house surveys.

Comprehensive needs assessment

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

A thorough review of the teacher and parent component of the 2011-2012 Learning Environment Survey indicated a need for further development of structures to improve communication between administrators, students, teachers and parents. In the survey it was noted that parents wanted ongoing communication in regard to the various aspects of their child's academic program. The teachers expressed a need for further communication in relation to their professional development needs in order to successfully meet the Department of Education Instructional Expectations/Common Core Learning Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) 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.

Action Plan #1

eChalk will be purchased and utilized as a comprehensive communication tool for administrators, teachers, parents, and students. Teachers will plan together in the development of class pages. Our website, www.ps20q.org, will be promoted to parents during school functions and meetings.

Action Plan #2

Administrators will develop a new structure to facilitate the communication of teacher's individual professional development needs. The tool will assist in identifying, providing for, and tracking success and implementation of teacher goals and action plans.

Action Plan #3

Teacher Leads in Grades K-5 will be selected and will assist in improving communication of instructional expectations. Teacher Leads will meet monthly with the Administrative Cabinet to promote vertical discussions and decision making regarding curriculum and effective practice.

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.
 - PTA/Parent Involvement Meetings - Ongoing communication in relation to the use of eChalk within the home as well as training on how to receive eChalk email alerts regarding school and class page updates *
 - Parent Teacher Conferences - Teachers will discuss with parents how to use eChalk to support their child's academic progress within the home
 - eChalk Professional Development Training - Teachers will be trained to develop class pages that inform parents of their child's learning opportunities/activities/units of study. This information will be updated monthly.
 - eChalk Parent Introduction Letter - This was distributed to parents at the beginning of the school year to notify them of this new venue for communication.
 - School Messenger - Automated phone calls were and continue to be sent in relation to properly accessing our school website.
 - P.S. 20Q Student Planners - these were updated with the link to our new school website - ps20q.org. This website provides parents with important links to a variety of academic/curricular resources.

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).

Goal #1

Through conceptual consolidation of FY 2013 funds, allocations have been coordinated to support the action plans for goal #1.

- Title I and Title III funds have been used to conduct parent informational workshops regarding the expectations of the Common Core Learning Standards and NYS Assessments. These workshops include take home materials for the parents.
- Tax Levy Fair Student Funding has been allocated for human resources. Mathematics and Literacy staff developers as well as administrators work hand and hand to keep the lines of communications open in regards to the academic expectations for our students.
- Tax Levy funds have been used for the parent coordinator, eChalk software and school messenger
- Tax levy Translation funds for paraprofessional per session to help with translation and communication during family outreach activities.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, each teacher will participate in 3-6 formative feedback sessions with supervisors and/or teacher colleagues regarding the 3 selected Danielson Competencies. Seventy-five percent of teachers will show evidence of implementation of next steps from formative feedback sessions as measured by Principal and Assistant Principal follow up observations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
A thorough review of teachers' 2011-2012 formative feedback observations and 2012-2013 identified professional development goals, in conjunction with this year's instructional expectations, indicate a need to provide further support to strengthen teacher practice in assisting students in meeting Common Core Learning Standards in order to positively affect student outcomes.

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.
 - Professional Development will be held in the fall to strengthen teachers' understanding of the three selected Danielson Competencies (1e, 3b, 3d).
 - Administrators will develop, distribute and utilize an Observation Template based on the three selected Danielson Competencies.
 - Administrators will conduct 3-6 walkthroughs using the template and provide next steps for all teaching staff and monitor implementation.
 - Coaches, Staff Developers and outside consultants (LCI and Metamorphosis) will collaborate with teachers in utilizing Competency 1e: Designing Coherent Instruction during weekly planning sessions.
 - Instructional Leads along with ELA and Math teams will align their work around curriculum and lesson development to the selected Danielson Competencies.
 - Core Inquiry Team members will attend weekly Inquiry Team meetings to actively provide support and guidance to teachers in the utilization of the Danielson Framework to analyze and revise instructional practice.
 - CFN network specialists will provide on an off-site training and feedback to teaching staff and administration.

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.
 - PTA - The Principal informs parents of the professional development that teachers receive to support their instruction of the Common Core Learning Standards.
 - Parent Involvement Meetings - Instructional strategies (i.e. - questioning techniques) provided to teachers are also presented to parents during the parent involvement meetings with the Literacy coach.
 - eChalk Link - Through an eChalk link parents can access the 2012-2013 citywide instructional expectations on the Department of Education website.

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).

Tax Levy funds have been allocated for:

- Highly Qualified Professional Development activities
- Per Session Professional Development activities
- Per diem for in house and outside workshops and consultants
- Human Resources (coaches, staff developers, administrators)

Title I funds have been allocated for:

- Materials to support individual Professional Development Plans
- Per diem for in-house and outside workshops and collaborations

Title III funds have been scheduled for:

- Professional Development on teaching strategies for Language Learners (per session and teaching materials)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In grades K-5, students will experience a minimum of two common core aligned ELA units. One teacher created unit will be a common core thematic unit of study aligned to the literacy standards in ELA, Social Studies, and / or Science. The second unit will be aligned to the unit of study in ELA provided by the DOE in the common core library which will include our revisions from the 2011-2012 school year. By June 2013, seventy percent of the students will be successful in meeting the standards as evidenced by the work products and task rubrics for these two units.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
A review of curriculum maps, student work, progress report ELA data, in conjunction with the citywide instructional expectations, have indicated a need to develop more rigorous ELA units to improve instructional practices and student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Teachers participated in the creation of Thematic Common Core aligned units for each grade (K-5) during the summer of 2012.
 - Teachers will actively participate in professional development provided by Learner Centered Initiatives in creating, analyzing, revising, and implementing Common Core aligned units and tasks.
 - Teachers will apply LCI professional development to create and implement subsequent units of study.
 - Grade level teams on all grade levels will participate in bi-weekly planning sessions alongside Staff Developers and Administrators with an emphasis on CCLS alignment, appropriateness of lessons for student needs, text complexity and academic vocabulary.
 - Administrators, Literacy Staff Developer/Coach and teacher teams will participate in Data Dive sessions to analyze summative data of the NYS and Acuity assessments. Findings will be used for planning instruction and targeting students' needs.
 - Teacher Leads will share information and model lessons based on professional development they have received from network meetings and LCI sessions to develop a shared understanding of best teaching practices.

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.
 - Parent Resource Fair - The literacy coach will provide parents of Pre-K through 5 with an opportunity to better understand the new citywide task and units.
 - Team up for Testing - Presentations will be made to parents on how text levels and questions have become more rigorous and are now aligned with the Common Core Learning Standards.
 - eChalk Class Pages - Parents will be informed of Common Core units of study through eChalk class pages.
 - Task Rubrics - Parents will have the opportunity to view their child's unit assessment and rubric – When? During parent teacher conferences. How? Through the use of eChalk

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).

Tax Levy Funds have been scheduled for:

- Teacher / staff salaries
- Per Session and per diem for Professional Development and collaboration for lesson / unit planning
- OTPs such as professional literature and common core aligned student materials

Title I

- Per Session and Per diem for Professional Development and collaboration for unit / lesson planning

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In grades K-5, students will experience a minimum of two common core aligned Math units. One unit will include lessons created in consultation with the Metamorphosis Consultant. The second unit will be aligned to the unit of study in mathematics provided by the DOE from the common core library, which will include our revisions from the 2011-2012 school year. By June 2013, seventy percent of the students will be successful in meeting the standards as evidenced by the work products and task rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
A review of curriculum maps, student work, progress report Math data, in conjunction with the citywide instructional expectations, have indicated a need to develop more rigorous math units to improve instructional practices and student outcomes.

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.
 - Inquiry teams will analyze the progress of student work during weekly inquiry meetings to ensure growth towards meeting the standards
 - Teachers participated in the revision of Curriculum Maps aligning Everyday Math and supplemental lessons and activities to the CCLS and NYC Scope and Sequence during the summer of 2012
 - Teachers in grades K-5 will meet bi-weekly with the Math Staff Developer and Administrators to analyze current curriculum lesson plans and tasks to ensure they are successfully aligned to the grade level math standards
 - Administrators, Math Staff Developer and teacher teams will work alongside the Metamorphosis consultant to plan standards-aligned math lessons, teach the lessons, and debrief on their effectiveness in executing these lessons. This will develop a shared understanding of best teaching practices in mathematics and how to delve deeper into teaching these concepts
 - Teachers will apply the Metamorphosis professional development to subsequent units of study
 - Teachers will attend a series of professional development workshops through Metamorphosis to develop a deeper understanding of mathematical concepts and practices
 - Administrators, Math Staff Developer and teacher teams will participate in Data Dive sessions to analyze summative data of the NYS and Acuity assessments. Findings will be used for planning instruction and targeting students' needs

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.
 - Parent Resource Fair
 - Team Up for Testing Night - Presentations will be made to parents on how performance tasks and questions have become more rigorous and are aligned with the Common Core Learning Standards. Parents will receive Common Core Aligned Assessment Materials to help prepare their children for state exams
 - eChalk Class Pages - Parents will be informed of Common Core units of study through eChalk class pages.
 - Task Rubrics - Parents will have the opportunity to view their child's unit assessment and rubric.

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).

Tax Levy Funds have been scheduled for:

- Teacher / staff salaries
- Per Session and per diem for Professional Development and collaboration for lesson / unit planning
- OTPs such as professional literature and common core aligned student materials

Title I

- Per Session and Per diem for Professional Development and collaboration for unit / lesson planning

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. Teachers who are accountable for students in the Achievement Gap will participate in a minimum of two data dives and two focused professional learning opportunities on helping students meet their needs. A minimum of seventy-five percent of teachers will show evidence of implementation of next steps/professional development from formative feedback sessions as measured by Principal and Assistant Principal observation and feedback a review of student work.

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.
An analysis of the 2011-2012 Progress Report revealed a need to address specific sub-groups in the achievement gap. These students did not make adequate progress in ELA and/or Math.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- Administrators will provide formative feedback based on observations using the Danielson Framework. These observations will take place during the regular school day, the extended day program, the R.T.I. Program and the Title I and Title III Programs
- Staff will participate in a series of Data Dives throughout the school year investigating trends in the Acuity, New York State and grade level assessments.
- Data Specialist will identify the students in the lowest 1/3 Citywide and share data with the staff
- With the support of Literacy Coaches, Math Staff Developer, Special Education Teachers and Service Providers, we will evaluate the work done last year to see what strategies were implemented successfully so we may continue to use them this year. In addition, we will research new strategies to address the students' learning styles and provide different entry points and strategies for these students
- ICT Teachers will attend Co-Teaching workshops provided by Goldmansour & Rutherford
- School Implementation Team will meet during weekly inquiry sessions
- Pupil Personnel Team will meet once a month, to address meeting the needs of At-Risk students and strategies to help them
- Teachers will attend professional development given by Shirley Rouse-Bey which includes co-teaching models of ELL Concentration classes
- We will continue to conduct three Parents as Partners Workshop nights as a part of the Title I program. Teachers will analyze the samples of the new state assessments to identify expectations. Teachers will develop and conduct workshops for parents and students to prepare them for the rigorous expectations of the state assessments

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.
 - School Leadership Team-Parents on the School Leadership Team participated in a data analysis of the Progress Report, and assisted in developing programs that target the needs of the students in the Achievement Gap.
 - Team Up for Testing-Teachers will develop and conduct workshops for parents and students to prepare them for the rigorous expectations of the New York State Assessments.
 - Parent Involvement Meetings - Instructional strategies (ie - fluency) provided to teachers are also presented to parents during the parent involvement meetings with the Math Staff Developer.

- Bi-Annual Student Progress Report - To apprise parents of student progress in between report card distribution, teachers prepare Student Progress Reports to identify areas of need and strategies to implement within the home.

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).

Tax Levy have been scheduled for:

- Staff salaries – all staff members will be involved in activities to support all learners especially English Language Learners and Students with Disabilities
- Student Support Services to fulfill IEP mandates, Response to Intervention, at-risk services (f-status SETSS teacher), and flexible programming aligned to the Special Education Reform Phase II

Title I funding has been scheduled to support:

- Students who are in the Achievement Gap
- Professional Development in teaching strategies for improving the performance of students in the achievement gap. (per session, per diem, consultants, data specialist, on-going outside workshops)
- Materials and resources to support all learners (leveled libraries, scaffolded materials, common core aligned materials)

Title III

- See Title III Plan

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	Program / Strategy Foundations (phonics instruction)	Method Small Group / K-2 SETSS	Time During Day / Extended Day
	Wilson (phonics instruction)	Small Group / 3-5 SETSS	During Day / Extended Day
	Guided Reading	Small Group/ 1:1 / Lit. Para	Ext. and Regular Day
	Recipe for Reading (phonics tactile)	Small Group / K-3 SETSS	During Day
	Quick Reads (fluency)	Small Group 3-5	Extended Day
	Strategy/Skill Bags (targeted skills)	Small Group 2-5	Extended Day
	Focus Books (targeted skills)	Small Group 2-5	Extended Day
	Skill Games (targeted skills)	Small Group 1-5	Extended Day
	Instruction By Inquiry	Small Group /1:1	Extended Day
	Leveled Classroom Libraries	Pre-K - 5 classrooms	Ext. and Regular Day
	Bilingual Pre-Teaching	Kindergarten	School Day
	Extended Day	Small Group / 1:1	Extended Day
	Reduced Class Size	First Grade	School Day
	Safari Montage (visual ESL)	Small Group / 1:1	Extended Day

	Imagine Learning (visual ESL)	Small Group / 1:1	Extended Day
	Educationcity	Online/SMARTboards	Classroom/Home
	RTI : Leveled Literacy Intervention	Small Group (Tier II)	Extended Day
	RTI : Wright Group Early Reading Intervention Program	(Tier III) one on one	Extended Day / Student Recess
	Houghlin, Mifflin, Reading Intervention for Early Success MacMillian McGraw Hill Treasures / Treasure Chest	Small Group	Extended Day
	Understanding Complex Text	Small Group grades 3, 4, 5	Classroom
	Booksource Classroom Libraries		Classroom
	Reading Success	Grades 3, 4, 5	Home
	Ready Curriculum Associates	Small groups grades 3, 4, 5	Classroom
	Common Core State Standards Write-in Literacy Handbook	Small group	Home / Classroom

<h1>Mathematics</h1>	Program / Strategy SRA Math Laboratory	Method Small Group / 1:1 /grades 2-3	Time Ext. and Regular Day
	Differentiation Handbook (targeted skills)	Pre-K -5 Classes/ Small Group/ 1:1	Ext. and Regular Day
	Small Group Instruction	Pre-K 5 classes	Ext. and Regular Day
	Everyday Math Games (targeted skills)	Pre-K classes/ Small Group	Ext. and Regular Day
	Extended Day (targeted skills /remediation)	Grades 1-5/ Small Group/ 1:1	Extended Day
	Bilingual Pre-Teaching (targeted skills for ESL students)	2 Kindergarten classes/ Small Group	Regular School Day
	Safari Montage (visuals to aid whole class/small group//targeted skill instruction)	Pre-K - 5 classes / ESL instruction	Ext. and Regular Day
	Educationcity	Online/SMARTboard/Computer	Classroom/Home
	Do the Math	Small Group	During Day
	Mastering the Standards	Small Group	During Day
	Common Core Practice and Re-teaching	Small Group	During Day
	MBA Math Hoops Program	Small groups 5th grade	Classroom
Common Core Clinic	Individual	Home	
Ready	Small groups grades 3, 4, 5	Classroom	
Common Core Coach	Individual / small groups grades 3, 4, 5	Classroom	
<h1>Science</h1>	Program / Strategy Primary Source Kits (document based assessments)	Method Grades 3-4/Small Group	Time Ext. and Regular Day
	National Geographic (informational -ESL instruction)	Grades 2-5/ Small Group	Ext. and Regular Day
	I - Openers (informational texts)	Grades K-5/ Small Group/ 1:1	Ext. and Regular Day
	Modified Texts (informational tests for ESL students)	GradesK-5 /Small group /1:1	Ext. and Regular Day

	<p>Safari Montage (visuals to aid whole class/small group/ targeted ski;; instruction)</p> <p>Comprehension. Strategy Kits (differentiation / targeted skills)</p> <p>www.eduplace.com (maps, activities, parent letters)</p> <p>Content Classroom Libraries</p>	<p>Pre-K-5 classes/ ESL instruction</p> <p>Grades 2-5/ Small Group</p> <p>Grades K-5</p> <p>Grades K - 5</p>	<p>Ext. and Regular Day</p> <p>Ext. and Regular Day</p> <p>Ext. and Regular Day</p> <p>Classroom</p>
<h2 style="text-align: center;">Social Studies</h2>	<p>Program / Strategy Primary Source Kits (document based assessments)</p> <p>National Geographic (informational -ESL instruction)</p> <p>I - Openers (informational texts)</p> <p>Modified Texts (informational tests for ESL students)</p> <p>Safari Montage (visuals to aid whole class/small group/ targeted ski;; instruction)</p> <p>Comprehension. Strategy Kits (differentiation / targeted skills)</p> <p>www.eduplace.com</p> <p>Content Classroom Libraries</p>	<p>Method Grades 3-4/Small Group</p> <p>Grades 2-5/ Small Group</p> <p>Grades K-5/ Small Group/ 1:1</p> <p>GradesK-5 /Small group /1:1</p> <p>Pre-K-5 classes/ ESL instruction</p> <p>Grades 2-5/ Small Group</p> <p>Grades K-5</p> <p>Grades K - 5</p>	<p>Time Ext. and Regular Day</p> <p>Ext. and Regular Day</p> <p>Classroom</p>
	<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> <ul style="list-style-type: none"> Classroom Observations of identified students by Guidance Counselors, School Psychologist and Social Workers to identify student needs. Observations discussed with RTI committee and plans of action are developed for students. 	<p>Grades K – 5 1:1</p>	<p>Regular Day</p>
	<ul style="list-style-type: none"> At Risk Counseling 	<p>1:1 / Small Group</p>	<p>Regular Day</p>
	<ul style="list-style-type: none"> Indirect Service by Counselors and Occupation / Physical Therapists 	<p>Strategies given to Teachers / Parents for assisting students</p>	<p>Regular Day</p>

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.

- Mentoring Program
- Individualized Professional Development Plan for all teachers
- Consultants in Math and ELA
- Cycles of teacher observations / Feedback Sessions
- Instructional Leads / Liaisons attend Professional Development
- Classroom Intervisitation
- Common Planning periods with staff developers
- In-house professional development during grade and faculty conferences
- Collaboration with H.R. liaison of CFN204
- Utilization of DOE Teacher Finder Tool
- Interviewing and observing ATRs and substitute teachers for future vacancies / positions
- Supporting Paraprofessionals in becoming licensed teachers

P. S. 20 Parent Involvement Policy

The parents of the P. S. 20 School Community are viewed as an integral part of the educational process for our children. The parents' involvement is on an individual basis for their specific child(ren) and on a more global basis as community members.

Parent membership, representation, and participation are found in twelve areas:

- I. School Leadership Team
- II. Family Involvement Breakfasts and Workshops
- III. Adult English as a Second Language Classes
- IV. P. T. A. Membership Meetings and Activities
- V. Learning Leaders Volunteer Program
- VI. Classroom Parent Orientations and Activities
- VII. Parents as Test Partners Events (English Language Arts, Mathematics, New York State English as a Second Language Achievement Test)
- VIII. Native Language Translation through the Department of Education and Community Based Organizations
- IX. School Messenger System
- X. Parent Resource Fair
- XI. Division of Family and Community Engagement
- XII. ARIS Parent Link
- XIII. eChalk (ps20q.org) teacher emails, class pages, parent email alerts

P.S. 20 believes that excellence in education is fostered through the teacher and parent interacting to guide, teach, support, assess, and communicate with each other with the intention of providing a differentiated set of strategies and lessons to meet the needs of each student. This communication is facilitated by Ms. Lizcano, Parent Coordinator.

I – School Leadership Team - The SLT body represents all members of the P. S. 20 School Community. Parent members equal one half of the SLT and are elected by the parent body. The fundamental purpose of the School Leadership Team is to determine the school's educational direction – that is, the school's overall educational vision; its goals and priorities; the strategies that will be used to achieve that vision and the alignment of resources to accomplish those strategies. To be effective, the team develops a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all school community members to achieve this goal.

The development of the school's CEP and budget are ongoing responsibilities of the School Leadership Team. Once priorities are established, they become the core of the school's CEP and are further defined by the development of specific annual goals, measurable objectives, and program strategies within the CEP framework. When the goals, objectives, and strategies are defined, the team develops a budget that supports the implementation of the strategies. In consultation with the district, a team may choose to address issues beyond the scope of the CEP and budget. However, in all cases, successful completion of the school's CEP and budget must be the team's first priority.

By late fall, the team should review the current school and district CEPs and begin to identify preliminary priorities for the following year. Soon after, they must begin consulting the school's constituencies about those preliminary priorities and assessing additional needs. By early spring, they should have completed a thorough assessment, using all available data, of the effectiveness of current strategies in meeting the needs of students to inform the development of the next year's CEP and budget. A collaboratively developed CEP and budget must be submitted to the superintendent by late spring although the specific date of submission will vary by district.

Because all planning tools need the flexibility to be modified as additional information becomes available or as circumstances beyond the schools' control change, the team is responsible for modifying the plan and budget as needed throughout the year. In addition, the team is responsible for continually evaluating the effectiveness of its educational strategies and, when necessary, suggesting mid-course corrections or changes in strategy for the future.

II - Family Involvement Breakfasts and Workshops - Using Title I funds, the school holds monthly parental meetings at which workshops are planned and presented on strategies to assist the children with their lessons. Information on community resources, and creative activities which parents may do with their children outside of the formal schooling which broadens the children's experiential background, develop values, self-esteem, and child-parent bonding are presented. These presentations are made by school staff, parents, teachers, CBO staff and other community organizations.

III - Adult English as a Second Language Classes - PS 20 holds monthly adult English as a Second Language classes that will support our parents in learning the English language. This will assist parents in their conversational meetings with teachers and other school staff in regard to the academic and/or social/emotional well being of their child.

IV - P. T. A. Membership Meetings and Activities - The Parent-Teacher Association of John Bowne P. S. 20 provides a forum for all parents. PTA activities enhance the children's lives at school and provide enrichment through parent involvement. All parents, and adults acting in a parental role, are eligible to join the PTA and/or participate.

V - Learning Leaders Volunteer Program - The Learning Leaders Volunteer Program screens and trains parents to assist in classrooms. These parents work one on one with students to improve their literacy and math skills.

VI - Classroom Parent Orientations and Activities - Parents are provided an orientation to their child's class and work expectations. Dialogue is initiated to develop a cooperative and coordinated approach toward the students. Throughout the year parents are invited to participate in school activities, and specifically, parents are kept abreast of their child's progress and/or needs through continuing dialogue and reports to which parents' inputs are welcomed and essential such as Progress Reports, Report Cards, Level Reading Letters and Content Area Newsletters.

VII - Parents as Test Partners Events (English Language Arts, Mathematics, New York State English as a Second Language Achievement Test) - Parents are invited to comprehensive workshops provided by the ESL Department to describe in detail the makeup of the NYSESLAT. The children will be administered this assessment in the spring. The workshops discuss in detail the four modalities of the NYSESLAT: speaking, listening, reading, and writing, and how to best prepare their children to take the test. It will provide parents with tips and strategies to share and make use of in the home. The workshop will include a test preparation workbook for parents titled, "Finish Line for ELL's: English Proficiency Practice." The night will also include translators to deliver the presentation in the native language of our diverse parent population.

Parents are also invited to "Parents as Partners Night" which is a three night workshop to assist parents in supporting their child with the ELA and Math State Tests. The workshops are offered to all parents of students in a testing grade in order to provide parents with test taking tips, skills and strategies to increase student performance. The presenters are all licensed staff members who offer a comprehensive breakdown of each component of the ELA and Math State tests. There are numerous resources provided to parents at the conclusion of the workshop to allow them the opportunity to continue this work with their child at home.

VIII - Native Language Translation through the Department of Education and Community Based Organization - P.S. 20 takes great strides towards addressing our schools' written translation and oral interpretation needs by sending out all correspondence in a language parents can comprehend. Each class is surveyed for a language breakdown at the beginning of the school year to determine native languages spoken at home. The data is collected

through the Parent's Preferred Language Form found on the Translations & Interpretation page on the DOE website. Written translation of all school originated parental notices are provided seven to ten days in advance. Oral translations are provided by our 5 after-school programs, parent volunteers, school staff, learning leaders, Community Based Organizations and the Translation and Interpretation Unit hotline.

IX – School Messenger System - We use the School Messenger System to announce special activities and emergencies. School Messenger gives us with the ability to provide oral translation in all languages spoken among the PS 20 families and stakeholders. PTA Meetings, Parental Involvement Meetings, and Parent Teacher Conferences, oral and written translation (where applicable) are provided.

X - Parent Resource Fair - A Parent Resource Fair is held during the day/night of Parent Teacher Conference in order to educate the parents in regard to the various educational and professional resources available within the school community. The tables were facilitated by school staff, PTA members, and community based organizations. The following tables were available to parents: Guidance, Health and Wellness, Parent Teacher Association, OT/PT, School Based Support Team, School Sports, HealthPlus, Common Core Learning Standards, and ARIS Parent Link, Music, Band, Art, Theater Arts, ESL, SAPIS.

XI - Division of Family and Community Engagement - Chinese-American Planning Council (CPC) is an Out of School Time (OST) program at PS 20 providing year round educational and social services to students, Monday to Friday from 2:45PM to 6PM and from 8AM to 6PM on school holidays and in the summer months. CPC's support services include: homework assistance, academic enrichment, cultural arts, character development, healthy living and physical activities for children in grades K to 5. CPC provides translation services for parent teacher conferences in Mandarin, Cantonese, Fujianese, Spanish, Hindi, Bengali and Pakistani. The CPC office is opened from 8:00AM – 6:00 PM to assist and support parents in navigating the school system. NY Cares Family Literacy Event, NY Cares Partnership, Arts Connection, Flushing Town Hall, 109 Pct. Community Affairs Division.

XII - ARIS Parent Link - An ARIS Parent Link password and username is given to all parents to provide up to date academic information in regard to their children's progress. Results and explanations of assessments are provided, as well as the children's attendance records. The parent coordinator will also assist parents in the case of a lost username/password or if there are any questions navigating the site.

The professional staff and parents share a common goal of educating the students of P. S. 20. Parents are given opportunities to assist in that process. Communication is provided through parent-teacher dialogues, the PTA and the School Leadership Team. The Department of Education Translation and Interpretation Unit, translation by staff members, translators provided by CPC, School Messenger and the P.S. 20 website are some of the tools P.S. 20 utilizes to effectively communicate with parents. These efforts have helped make our children successful learners.

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 the deadline 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;
- eChalk → website., current announcements, ability to be in communication with teachers and staff. Email alerts → class page updates for parents
- 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;
- teacher / staff email accounts on our school website

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	District 25	Borough Queens	School Number 020
School Name John Bowne Elementary School			

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

Principal Victoria Hart	Assistant Principal C. DiBello, J. Eagen, P. Foy
Coach B. Sanders - Literacy	Coach M. Fayne-Reilly - Data/Math
ESL Teacher B. Lewis-ESL Coordinator	Guidance Counselor B. Littman, E. Mangebin
Teacher/Subject Area M.Hua-Chinese Bil./Coordinator	Parent Mr. Boucard
Teacher/Subject Area S. Black-Testing Coordinator	Parent Coordinator M. Lizcano
Related Service Provider J. Carroll	Other type here
Network Leader Diane Foley	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	8	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	1468	Total Number of ELLs	519	ELLs as share of total student population (%)	35.35%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At the time of registration, one of our ESL or Bilingual teachers, Coordinators, Bilingual Paraprofessionals or the Parent Coordinator are present to assist the school secretary in the process of registration. The parents or guardians are guided through the process of filling out a HLIS form indicating the language spoken in the home. An informal interview is conducted in English and the native language to determine eligibility for LAB-R testing. A video is shown in the appropriate native language and a Parent Survey and Program Selection form is also filled out indicating the parents selection of services, if needed. After the initial informal screening and the appropriate paper work is filled out, it is determined that the student is eligible or not eligible for testing. The LAB-R is administered by a licensed ESL or Bilingual Pedagogue, within the first 10 days after registration to ensure proper placement into a Bilingual or ESL Program. In the event the student does not pass the LAB-R, the Spanish LAB will be administered to determine language dominance. Entitlement Letters in the native language are sent home to the parents, advising the parents of their child's entitlement or non-entitlement to a Bilingual or ESL Program. Towards the end of the school year, we determine the students to be tested by checking the RLER, RLAT, RLAB, RESH, RMSR and the RNMR on ATS. The NYSESLAT is then administered to determine the continuation of services, or in the event the student attains a proficiency level, the student is now ready to exit the program. At PS 20 we follow strict testing procedures outlined by the State Education Dept., making sure that the entire NYSESLAT is given in four separate sessions, beginning with the administration of the Speaking test and is then followed by the Listening, Reading and ending with the Writing subtest. Our entire school goes into testing mode, which ensures that the students are given an optimal chance for success.
2. An ESL or Bilingual Pedagogue, as well as the Family Coordinator are present during the registration process to ensure that the HLIS, Parent Brochures, Parent Survey and Program Selection forms are given to the parents in their native language. At this time the Chancellor's DVD on program options is viewed by the parents in their native language. Translators are available to answer any questions concerning the video and program options. In addition, we hold a Parent Orientation Meeting in September for our newly enrolled students to ensure that our parents have a clear understanding of the Programs available at PS 20. At the Parent Orientation, the ESL Staff describes in detail the ESL/Push-In Model for our ESL Concentration classes, the pull-out for our beginner ELL's, Chinese Bilingual Kindergarten Classes and Chinese Bilingual Pull- Out for grades 3-5. We also explain that we currently do not have a Dual Language Program, but when the need arises, we will address it. At this time we also introduce the other support staff in our school such as our Reading, Math, Data, Computer and Testing Specialist, along with our Administration.
3. Entitlement letters are sent home in all the native languages appropriate for our population. Copies are made and kept in a file with a checklist to ensure that every student has received one. The Parent Survey and Program Selection form is given in the appropriate languages, at the time of registration to ensure that it is filled out correctly. The Parent Survey and Program Selection form never leaves our hands. At the time of registration it is filled out with the assistance of an ESL, or Bilingual Pedagogue, or Bilingual Paraprofessional to insure we answer any questions the parents may have. At this time, copies are made and kept on file, while the originals are placed in the Cumulative Record Folder. The ESL Coordinator then enters the information into ATS/ELPC, only for the entitled students.
4. The criteria and procedures used to place identified ELL students in a Bilingual or ESL Instructional Program are the informal interview process, HLIS and the Parent Survey and Program Selection forms. This process is conducted at the time of registration, to

give the parents the opportunity to watch the Chancellor's DVD on the programs offered by the Dept. of Education. During this process we have an ESL or Bilingual teacher available, to answer any questions the parents might have about the programs available in our school. We also have paraprofessionals available to translate in many other languages, if needed. The students are then placed in the program selected by their parents. At this time Entitlement Letters are sent home in the families native language. For those students who did not reach proficiency on the NYSESLAT, Continued Entitlement Letters are sent home in their native language. For the students who did reach a Proficient Level on the NYSESLAT, a Non-Entitlement Letter is sent home in the native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parental choice is still predominately ESL. Although, there has been a growing number of parents requesting Chinese Bilingual in the kindergarten grade. To better address the requests of our parents and the needs of our students, we created two Chinese Bilingual classes in kindergarten. Our enrollment in these classes this year is 50 students to date. We also have a Chinese Bilingual Pull-Out Program for grades 3-5. In Part III: ELL Demographics, Section C, the data shows that we currently service 358 Chinese Students. The numbers are broken down by grade in this section. As per parental request on the Parent Survey Program Selection Forms, we created the Chinese Bilingual Kindergarten classes. The Chinese Pull-Out program addresses the needs of the newly arrived Chinese speakers in grades 3-5. In grades 1 and 2, the majority of those students were enrolled since Kindergarten and have acquired enough English to be serviced by an ESL Push-In or Pull Out Program.

6. The program models offered at P.S.20 are aligned with parental requests. Their request for Chinese Bilingual classes in kindergarten was the driving force in creating our two Chinese Bilingual classes in kindergarten. As the demand increases, so will the formation of new classes to address the needs. At the present time, we have ESL Concentration classes on each grade, grouped by ability to accommodate the Push-In Co-Teaching ESL Model, as well as, Pull-Out services for our beginner ELL's. These programs have been designed to better service our ELL's, as per parental request.

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	3	2	2	2	2	2	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	519	Newcomers (ELLs receiving service 0-3 years)	473	Special Education	59
SIFE	3	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	50	0	0							50
Dual Language										0
ESL	430	3	32	39		17				469
Total	480	3	32	39	0	17	0	0	0	519

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	50													50
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	50	0	50											

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	14	6	13	13	6								63
Chinese	41	95	84	51	39	48								358
Russian														0
Bengali	2	4	2	2	1	2								13
Urdu	2	4	0	2	4	1								13
Arabic														0
Haitian														0
French														0
Korean	0	2	0	0	1	0								3
Punjabi	0	3	1	4	0	1								9
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	2	2	1	1	1	3								10
TOTAL	58	124	94	73	59	61	0	469						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7

1. (a) The organizational models at PS 20 are the Push-In (Co-Teaching) model for our advanced and intermediate concentrated classes. The Pull-Out Program address the needs for our beginner ELL's and the Self Contained Bilingual classes address the needs indicated by the Parent Survey and Program Selection forms. Our Chinese Bilingual Pre-Teaching Pull-Out Model is used to serve English Language Learners and provide transitional services into an ESL class. In the pre-teaching model, the teacher cues or pre-teaches basic concepts and key vocabulary in content areas to assist target children in maximizing the learning experience in the regular academic instructional program. Bilingual pre-teachers may also provide ESL services to students when appropriate. Collaboration between ESL teachers, regular classroom teachers and bilingual pre-teachers is essential to support meaningful instruction for English Language Learners.

(b) The students are homogeneously grouped in our ESL Concentration Classes. On almost every grade you will find an Advanced and Intermediate ESL Concentration class. This will enable the ESL Pedagogue to Push-In and Co-Teach. Our beginners are heterogeneously grouped to enable the ESL Pedagogue to Pull-Out those students to better address their individual needs. Our Bilingual Classes are homogeneously grouped, since they are mostly all beginners and first time entrants into the DOE School System. Our Chinese Bilingual classes are homogeneously grouped by ability level in order to provide individualized instruction, which will better serve their language needs.

2. The organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels in each of our program models. Our students are grouped homogeneously to ensure that the mandated number of units are met. In our Push-In model, the advanced group is serviced four periods a week (180 minutes). An Intermediate group is serviced seven to eight

A. Programming and Scheduling Information

periods a week equal to 360 minutes. The classes that are serviced seven periods are still receiving 362 minutes. Since they are double periods (except for one) they account for a longer period of time. All our Beginner ELL's are Pulled Out to better serve their needs and receive the mandated 360 minutes a week. All of our students receive 180 minutes of ELA instruction provided by their Common Branch Teacher. The NLA schedule is designed to meet the mandated number of units per day. In the beginning stages of English language development, 60% of instructional time will take place in the student's native language, and 40% in English. As the student develops fluency in English, instructional time in English increases.

3. Our ESL Specialists deliver content area instruction during the mandated time of service. We are currently using MacMillian's Treasure Chest for English Language Learners in grades 1-5. The program is concentrated in Social Studies and Science, while providing differentiated instruction addressing all the language acquisition levels, beginner, intermediate and advanced. The scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The skills addressed are, oral language, vocabulary and vocabulary strategies, phonemic awareness and phonics, language structure, comprehension strategies and skills, writing and language objectives aligned with TESOL and Common Core Standards. We are also still using Rigby Balanced Literacy Program, On Our Way To English in our kindergarten classes and some 1st and 2nd grade classes. This program's concentration is in Social Studies, Science and Mathematics.

4. Our ELL's in Bilingual Classes were informally assessed to determine their strengths in their native language, since a Chinese LAB is not provided. As our goal is to transition them to become proficient in English, our assessments are predominantly administered in English, with the teachers' guidance in the Native Language. The Bilingual teachers assess the students using E-CLAS-2, Fountas & Pinnell, running records, end of unit assessments in Math, Task Performance in Reading and Math following CCLS, individual conferencing, small group instruction and guided reading groups. Our Hispanic students were given the Spanish LAB to determine their language dominance.

5. (a) We currently have three SIFE students who receive AIS services. This program is designed to prevent a referral to a Committee on Special Education. Students participate in small group instruction, (no larger than 8 students in a group) 2-3 times a week with a SETSS specialist. A variety of strategies are incorporated to address their individual needs, such as time management and focusing techniques. The materials used in this program are Early Reading Intervention-Wright Group, Recipe for Reading, Exploring Math, an intervention reinforcement resource and Buckle Down to the Common Core State Standards in math. We are also piloting Fountas & Pinnell Leveled Literacy, an Intervention Program by Heinemann. These students also attend Extended Day, and are trained in Visual Thinking Strategies Program.

(b) We are currently servicing 473 newcomers using a Pull-Out or Push-In (Co-Teaching) model. These students are grouped specifically to address language acquisition in listening, speaking, reading and writing. Our ESL Specialists work collaboratively with the classroom teacher to address the need of the class as a whole and zone in on specific individual needs as well. A Literacy Coach pushes into the classroom on a 6 week cycle. Drama Clusters push in to the class, instruction is focused on language and expression. Some students also work with a Literacy Paraprofessional, Learning Leaders and Student Teachers, in a small group setting or one to one. Our teachers attend Staff Development Workshops focused on teaching our ELL's higher academic language. These strategies are designed to improve reading and writing. We are implementing the i-Ready software program, which provides native language support, while students build basic English and Literacy skills. Brain-Pop for ESL is another program currently used. It provides the students with phonemic awareness and reading skills. The use of the Smart Board has also been an invaluable tool for our ELL's.

(c) We are servicing 39 ELL's who have been here 4 to 6 years. These students receive services via a Push-In (Co-Teaching) model, within our ESL concentration classes. Our ESL Specialist pushes into the classroom for 4 periods a week with our Advanced ELL's and 7-8 periods a week with our Intermediate ELL's, using ESL methodology to address the specific needs of the students, while aligning instruction to the curriculum maps and working collaboratively with the Co-Teacher. A Literacy Coach pushes into the classroom on a 6 week cycle. Drama Clusters push into the class instructing the students in language and expression. Students also work with a Literacy Paraprofessional, Learning Leaders and Student Teachers in a small group setting or one to one. As mentioned before, our teachers attend Staff Development Workshops and use the Smart Board to enhance their lessons. This year we are incorporating an i-Ready program. This is a diagnostic and instructional computer program which offers research based programs that assist classroom teachers in addressing the diverse needs of every student through differentiated instruction. This web based system is designed for both math and reading. It offers individualized instruction for students below, at or above grade levels.

(d) We currently do not have any long term ELL's.

(e) The plan for our ELL's identified as having special needs are provided with either Push-In (Co-Teaching) or Pull-Out services, based on the individual needs of each student. Goals are written on their IEP's incorporating ESL methodology. These students are also provided with paraprofessionals who work with them one to one. Student's who receive SETSS, are seen by a SETSS Specialist who services the students 2-5 times a week, depending on the IEP goals.

A. Programming and Scheduling Information

6. At the present time Treasure Chest for English Language Learners is working beautifully with our ELL-SWD's. The programs is rich in higher academic vocabulary, with a focus on non-fiction text and is structured towards individual instruction addressing all the language acquisition levels.

7. Every grade has ELA and Math Curriculum Maps, which have designated sections addressing the unique needs of our diverse ELL-SWD's student population. We mainstream for content area instruction in a least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

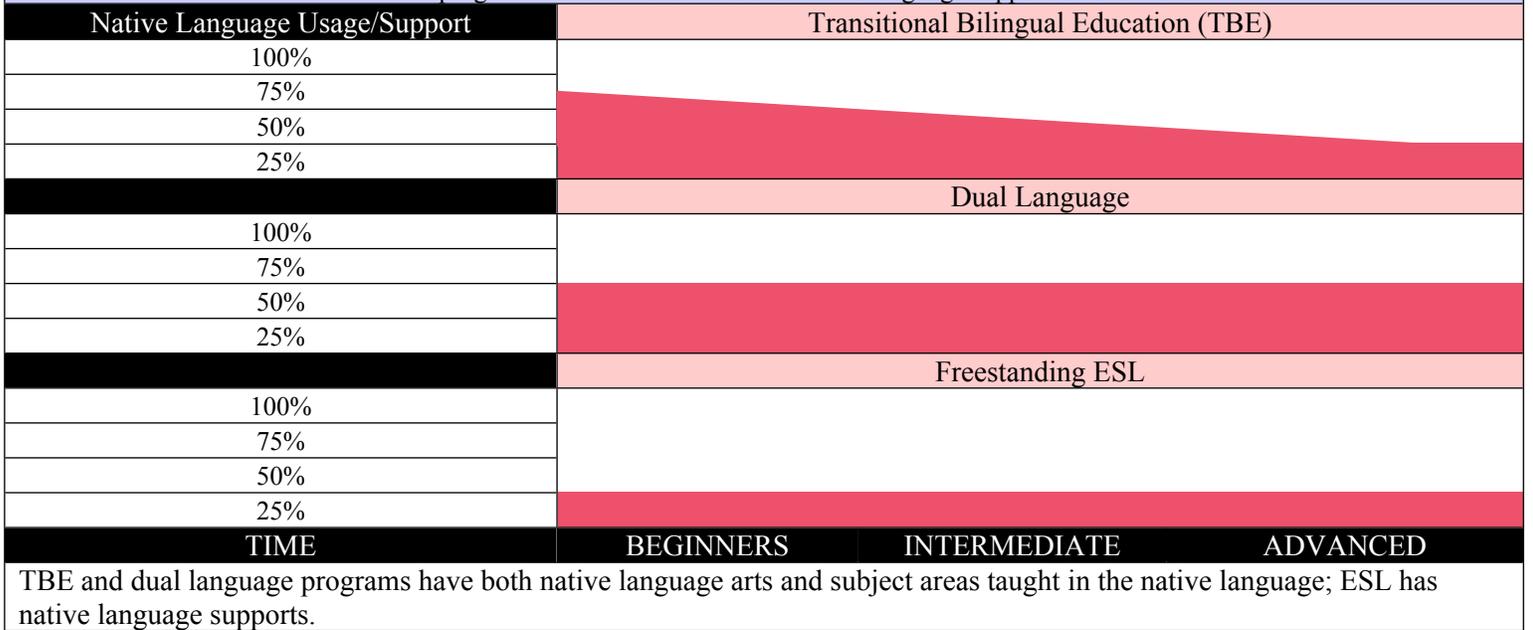
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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?

Paste response to questions 8-17 here

8. Our content area instruction is primarily taught in the native language by the Chinese Bilingual Specialist in our two Bilingual classes. Grades 3-5, the ELL's are pulled out of the mainstream classroom by our Chinese Biligual Specialist. The students are given Content Area instruction in Math, Science, ELA and Social Studies, in their native language. i-Ready will be used this year as an intervention program to help our ELL's acquire the English language, while developing their literacy and math skills through individualized instruction.
9. P.S. 20 offers support for out transitional ELL's by giving them time and a half extention on all State Exams. Some of these students must also attend Extended Day. We also offer a Test Prep Night, which is a workshop for students and their parents. The parents are instructed on the ways they can help to better prepare their children for the State Exams. These workshops are given and translated in all the languages we house in our school. They are given additional support by our Learning Leaders and Student Teachers. These students will also be instructed in the i-Ready program. The focus of our school is to always encourage higher academic language.
10. The newest programs to be piloted this year are i-Ready and Fountas & Pinnell Leveled Literacy, an intervention Program by Heinemann.
11. Imagine Learning will be discontinued this year. This server only operates during the school day and we want our students to have access at home as well. The server also goes down frequently, disrupting the learning process.
12. Our ELL's at PS 20 are afforded equal access to all our programs, which include The Art Club, Basketball Team, Cheering Squad, Chess Club, Chorus, Band, Ping Pong Club, T-Ball, Soccer, The Gardening Club, Math Club, Book Club and Arts Connection. Letters are sent home to the parents of all our students, including all our ELLS in their native languages. Parental decision determines a students' participation in one or more of our activities. Some of the sports activities require try outs. All these activities encourage the acquisition of the English Language.
13. The Treasure Chest for English Language Learners has turned out to be a wonderful reading program for our ELL's and ELL's-SWD's. As mentioned earlier, this differentiated program addresses all the individual needs of our students. Rigby's On Our Way To English, has proven to be quite effective in Kindergarten and 1st grade. It exposes the students to rich academic vocabulary through literacy and songs. i-Ready and Brain-Pop for ESL, are programs designed to help our ELL's acquire higher academic language. Kid Biz and Achieve 3000 are being used in the 4th grade. These programs can produce articles that are differentiated in the three levels of language acquisition. We will continue to use the Empire State NYSESLAT Test Prep Books by Continental Press for our ELL's receiving services. These books help to give our ELL's some insight to the structure of the NYSESLAT State exam.
14. Our Kindergarten Chinese Bilingual classes are instructed for at least 60 minutes per day in the native language. In grades 3-5, our ELL's receive Content Area instruction in their native language. The mandated number of units is dependant on the students ability level. In either case, instruction is given by licensed Bilingual Teachers. Native language books have been purchased for all our classrooms, as well as our school library.
15. Following the Core Curriculum ensures that required services support, and resources correspond to our ELL's ages and grade levels. Each grade uses the appropriate texts in the Content Areas for every level.
16. One of the activities offered to our newly enrolled ELL students before the beginning of the school year is the Kindergarten Tea. This is a presentation describing the programs available at the school. With the assistance of translators, the parents are able to understand and have the ability of asking any questions they might have. Materials are given out, such as story books to prepare the newly enrolled students in making an easy transition for the following school year. We also hold a Parent Orientation in the beginning of the school year, in which all our programs are described to the parents and students. We take this opportunity to show the Chanselor's DVD in all the

languages available. This is done, in case there are any parents who did not get to see the video at the time of registration. A question and answer time is allotted to ensure the proper assimilation of the information given.

17. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. At PS 20 we have on going Staff Development throughout the school year. We have Grade Conferences monthly, Election Day, Brooklyn-Queens Day, Monthly ELL Liason Meetings must be turn keyed. We have a Spring Catalogue given in April and May, where we offer two months of workshops given by Teachers, Staff Developers, District Specialists and outside Specialist for our staff and para-professionals. All staff members and para-professionals have the opportunity to present or attend as many workshops as they see fit. Assistant Principals attend workshops offered through the Children's First Network 204, as well as attend on-site professional development provided by the Network ESL Liason.
2. (a) We support our staff in assisting our ELL's as they transition from elementary to middle school by providing workshops to our ELL's and their parents, providing necessary information which will enable them to make an educated decision.
(b) A catalogue containing all the dates of the Middle School Open House is provided to encourage our students and parents to attend.
(c) Our Guidance Dept. will also make individual appointments with students and their parents to address any concerns.
(d) We hold special assemblies showcasing speakers from many of the Middle Schools. This is a perfect time for students to ask questions.
(e) The students are taken to the Middle Schools to see a typical day and how the change of periods take place.
(f) The Guidance Dept. conduct mini- workshops, going into each classroom explaining the process of transition to the Middle Schools.
3. The minimum 7.5 hours of ELL training for all staff is addressed during our monthly Grade Conferences, Election Day workshops, Brooklyn-Queens Day and during our two months of Spring Catalogue Workshops. Attendance is recorded through staff sign-in sheets and filed in the principal's office.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Our parent involvement events are usually done early in the morning right after families drop off their children. At our monthly "Family Involvement" breakfast is offered to all our families that attend. We also have a monthly Parent Teacher Association meeting where parents receive important school information from the parents and the principal.

For our ELL parents all fliers are translated and given out in our main languages; Spanish and Chinese. Families also receive automated phone calls in their language about any upcoming parent involvement events and PTA meetings. We provide translation during the parent involvement events and at the PTA meetings.

2. We partnered with Arts Connection through a grant we received from the Center for The Arts. Our grant was used to target our ELL parent population. Arts Connection provided a series of workshops for our families that included dance and visual arts.

We also partner with our privately run after school programs to provide tutoring, homework help, and enrichment for our ELL parents at a low to no cost fee. These Community Based Organizations also provide translators for our ELL families.

Through the Department of Education we also offer free ESL classes to our families. The ESL classes are offered three days a week in the morning and in the afternoon. The Chinese-American Planning Council (CPC) was established in 1987 as an Out of School Time (OST) program at PS 20 to provide year round educational and social services on Monday to Friday from 2:45 to 6PM and from 8AM to 6PM on school holidays and summer. Our support services include: homework assistance, academic enrichment, cultural arts, character development, healthy living and physical activities for children in grades K to 5. CPC tutoring services will be designed in accordance with explicit goals worked out with the School Administrators to assist targeted Special Education (SE) and English Language Learners (ELLs) program participants. CPC provides translation services for parent teacher conferences in Mandarin, Cantonese, Fujianese, Spanish, Hindi, Bengali and Pakistani. Our CPC office is opened from 8:00 – 6:00 PM to assist parents in navigating the school system. Under the leadership of Director Lois Lee, CPC and PS 20 school administrators have a shared vision and common core goals with an emphasis on integrating STEM and literacy skills building activities and parent engagement activities to support student success.

3. Parent Survey and Selection forms are given out in the beginning of our school year in different languages. The surveys introduce the Parent Coordinator and the Community Associate and provide their email address, phone, and cell phone number for parents. Our monthly family involvement events enable us to become more intimate with the needs of our families. The New York City School Survey results are also used as a tool to evaluate the needs of our families. The Parent Survey and Selection forms also ask the parents in what language do they want to receive communication. As a result, all our letters are translated in our school by our diverse teacher and paraprofessional staff, as well as, CPC staff.

4. We have such a diverse and large family population at P.S. 20. These families have many different needs but the one main need is to be involved. We offer many different activities in the hopes that each event may bring in a new parent. Our parent involvement activities give families information about what their children are learning. Some of our activities provide a way for parents to meet other parents and network. While other activities teach parents how to help themselves and provide them with information about what is going on in the community.

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)	87	45	26	12	10	21								201

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	7	56	32	33	15	17								160
Advanced (A)	14	23	36	28	34	23								158
Total	108	124	94	73	59	61	0	0	0	0	0	0	0	519

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	17	5	4	1	11	5							
	I	59	24	7	4	9	18							
	A	35	42	16	12	20	15							
	P	10	11	41	38	17	10							
READING/ WRITING	B	7	22	8	8	18	21							
	I	47	18	33	15	14	16							
	A	22	28	27	30	24	5							
	P	15	14	0	16	1	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	33	25	0	76
4	19	26	19	1	65
5	26	24	1	0	51
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	1	2	14	8	21	11	7	0	64
4	0	1	9	6	24	15	14	7	76
5	0	1	9	11	12	19	0	4	56
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	0	1	5	5	11	21	3	5	51
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.

Paste response to questions 1-6 here

1. The assessment tools currently used are E-CLAS-2, Fountas & Pinnell, and NYSESLAT. The insights the data provides is valuable evidence of our students performance. This data helps to drive teacher instruction focused on the effectiveness of grouping for differentiated instruction.
2. The patterns revealed across proficiency levels and grades on the LAB-R and NYSESLAT are deficiencies in writing skills.
3. The data provided has driven PS 20 to make a school wide effort to focus on closing this gap. We have expanded writing skills to every subject, including art, music and gym. Our Inquiry focus again for this year is on how to make the improvements needed in writing for our diverse population.
4. E-CLAS-2 the patterns across proficiencies show our students have the ability to decode and are familiar with sight words, but are deficient in comprehension. Fountas & Pinnell the patterns across proficiencies show that it takes 3-4 months for a student to increase two levels. The more difficult the level, the longer it takes to reach a proficiency in comprehension, conversation and writing. NYSESLAT 2011 patterns across proficiency and grade levels show an overall improvement of 7% over the previous year. Our newcomer ELL's fare better in tests in their native language. As proficiency in the English language increases, the need to take a test in the native language decreases.
5. N/A
6. Our data shows through the NYSESLAT results that students who reached profiecnecy and passed out of the ESL program increased by 7%, from 17% - 24%. PS 20's success is a direct result of quality instruction and leadership.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____ **School DBN:** _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q020 School Name: John Bowne Elementary

Cluster: 02 Network: CFN204

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.

P.S. 20 takes great strides in addressing our school's written translation and oral interpretation needs to send out all correspondence in a language parents can understand. Each class is surveyed for a language breakdown at the beginning of the school year to determine native languages spoken at home. The data is collected through the Parent's Preferred Language Form found on the Translations & Interpretation page on the DOE website. In addition we hold two parent orientation meetings one in September and one in March to ensure that all parents have an opportunity to attend the meeting and view the Chancellor's DVD on program options. The DVD is viewed in several languages and a question and answer time is built in to each meeting. After reviewing the parent surveys and program selection forms, the majority of parents have chosen an ESL placement. Some parents of Kindergarten students have sought a bilingual program. As the need arises, PS 20 will do what we can to service the community's needs. The programs at P. S. 20 are aligned with parental choice. We offer ESL classes in grades K-5 and Chinese Bilingual classes in Kindergarten. All notices and flyers are sent home seven to ten days in advance with documents translated into the main languages at our school.

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.

The findings of our school's written translation and interpretation needs have been identified as predominately Chinese speaking families with approximately 70 – 80% of these families not proficient in English, 10% of Spanish families and 3% of Hindi and Bengali. These findings have been relayed to all stakeholders including our Community Based Organizations, NYC Department of Youth and Community Development, and Chinese-American Planning Council. It is also conveyed at our PTA meetings through translators of our native language speakers in attendance.

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.

P.S. 20 provides written translation of all school originated parental notices seven to ten days in advance. We use the School Messenger telephone for “Announcement of Special Activities and Emergencies,” and provide oral translation in all languages spoken among the PS 20 families and stakeholders. At PTA, Parental Involvement, and Parent Teacher Conferences, oral and written translation (where applicable) is provided.

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.

The oral interpretation services are the same as for written translation, with the addition of anecdotal information regarding the limited literacy of parents in their native language, oral translation is done in-house, as well as utilizing the Translation and Interpretation Unit hotline. Oral translations are also provided by our 5 after-school programs, parent volunteers, school staff, learning leaders and Community Based Organizations.

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>.

As previously noted, P.S. 20 will provide special announcements over the telephone in the native languages. The monthly parent meetings have oral translation during the presentation done by P.S. 20 staff members and parent volunteers. P.S. 20 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. This document includes their rights regarding Translation and Interpretation services. Additionally, P.S. 20 makes use of Regional and City-wide translated material when provided. Written communication has been translated by the Translation and Interpretation Unit when applicable.

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: John Bowne Elementary School	DBN: 25Q020
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: 108	
Grades to be served by this program (check all that apply): <input 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: 16	
# of certified ESL/Bilingual teachers: 6	
# of content area teachers: 10	

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:

The following are scheduled program dates:

January: 3, 8, 10, 15, 17, 22, 24, 29, 31

February: 5, 7, 12, 14, 26, 28

March: 5, 7, 14, 19, 21

April: 4, 9, 11

Our Title III PM program will consist of the following:

Our Title III PM Program will be offered to Beginner, Intermediate and Advanced ELL's in grades one through five. The program will consist of eight classes with a maximum of twelve students in each class. This program will be implemented two days a week for a total of 23 sessions. Students will meet for the Extended Day program on Tuesday and Thursday afternoons (3:15 PM - 4:45 PM) for an hour and a half each day. The research based program we will use during this portion of the Title III program will be Macmillan/McGraw-Hill: Treasure Chest For English Language Learners. The program provides differentiated instruction to address all levels of language acquisition. The focus of the program offers carefully scaffolded lessons that provide instruction and application for specific language-acquisition strategies and reading skills. These skills include oral language, vocabulary strategies, phonemic awareness, language structure and comprehension strategies and skills. The instruction includes language objectives aligned with English language development standards and Common Core Learning Standards. There will be intensive work around promoting language development and reading proficiency. This will be accomplished through explicit instruction with teacher modeling in developing oral language. Also, acquiring language and academic vocabulary will be a critical component of the program. This will involve close reading of complex texts in the appropriate Lexile ranges to support rigorous grade level instruction. The program also offers informal and formal assessments to ascertain student proficiency and understanding. These include but are not limited to language assessments and weekly tests to assess reading strategies and skills, such as vocabulary, language structure and comprehension.

Our Title III PM program will also be offered to select students who are at-risk and have been identified as students who will benefit from Response To Intervention. The program will consist of three classes with a maximum of four students in each class. This program will be implemented two days a week for a total of 23 sessions. Students will meet for the Extended Day program on Tuesday and Thursday

Part B: Direct Instruction Supplemental Program Information

afternoons (3:15 PM - 4:45 PM) for an hour and a half each day. The research based program we will use during this portion of the Title III program will be Fountas and Pinnell Leveled Literacy Intervention. Leveled Literacy Intervention, is a small group, supplementary intervention designed for children who find reading and writing difficult. The goal of the program is to bring the children up to grade level achievement. The Fountas and Pinnell leveling system is based on a gradient of text difficulty. Each book is carefully analyzed and selected to provide enough support and challenges so the student can learn on the text through teacher scaffolding and achieve grade level goals. Embedded within each lesson is a component that provides scaffolds and supports specifically for English Language Learners. This will be an integral component of the program to raise our ELL's reading level, as well as overall ESL proficiency level.

Our Title III Program will also utilize the research based Visual Thinking Strategies program (VTS) created by VUE (<http://www.vue.org/>). In this supplemental program, students will be part of learner-centered sessions where they examine and find meaning in visual art. This program uses art to teach thinking, communication skills, and visual literacy. Once visual strategies are taught and understood by students, these strategies can be transferred to other areas such as Reading, Science and Social Studies. For example, students will analyze paintings and photos from other time periods in history and understand the “who, what, where and when of that time period.” Together with their teacher, students will then build content vocabulary around the pictures. This visual analysis and content area vocabulary building can then be transferred to DBQ questions on a social studies test, highly structured discussions of visual art, as well as increasing students' critical thinking across content areas.

Teacher requirements for applying to the Title III Program are as follows:

- *Licensed ESL/Bilingual teachers
- *Licensed Common Branch teachers
- *Training in Macmillan/McGraw-Hill: Treasure Chest For English Language Learners preferred
- *Training in Visual Thinking Strategies preferred
- *Training in Fountas and Pinnell Leveled Literacy Intervention preferred

After positions are filled with ESL/Bilingual applicants, any vacant positions will be filled by a Common Branch teacher. Each Common Branch teacher will engage in a team teaching model with an ESL teacher. The ESL teacher will work exclusively in two classrooms with two common branch teachers. The classrooms are located next to one another and the ESL teacher splits time in each room. The ESL teacher will spend half of the instructional time in one classroom and then spend the second half in the other to co-teach, scaffold lessons and share/institute ESL strategies and ideologies. They also meet together for planning and work collaboratively to discuss best instructional practices.

Part C: Professional Development

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:

Teachers will receive professional development on the Macmillan/McGraw-Hill : Treasure Chest For English Language Learners. This will include an in-depth description of the Treasure Chest components and numerous formal and informal assessments the program includes. This professional development will be offered continuously throughout the program by administration and literacy coaches. This will ensure best instructional practices using ESL strategies are shared and utilized.

Staff will be provided extensive training on the Fountas and Pinnell Leveled Literacy Intervention program. The training will include how Leveled Literacy Intervention has been designed to bring children from the earliest Level A, of the Fountas and Pinnell leveling system, to Level N. An overview of the program will be provided with extensive support on the key components and how to utilize these to maximize student growth in reading and writing.

Teachers will receive extensive training in the Visual Thinking Strategies model. They will learn about the research behind this program and the benefits this program has with English Language Learners in both written and oral expression. They will learn implementation strategies and how to create extension activities that build content knowledge and vocabulary.

Along with the professional development teachers will receive during the Title III program, they will also be attending workshops offered by CFN204 during the year, especially those with a focus on academic language and support for English Language Learners, as well as looking at text complexity and close reading of informational texts. In addition, a designated ESL Instructional Lead will be supporting our staff with instructional best practices and ESL strategies as a result of external and internal workshops.

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 have parent workshops and meetings planned to enrich our Title III Program. Parents will be

Part D: Parental Engagement Activities

notified in their native language to bolster attendance and understanding of what the workshops will entail. The workshops are as follows:

I. NYSESLAT Parent Night

Parents will be invited to comprehensive workshops provided by the ESL Department to describe in detail the makeup of the NYSESLAT their children will be administered in the spring. The workshops will provide in detail the four modalities: speaking, listening, reading, and writing of the NYSESLAT and how to best prepare for the assessment. The presenters also provide time for students and parents to work through questions together, so each have a firm understanding of what the NYSESLAT entails. The workshop will provide parents with tips and strategies to share and make use of in the home. The night will also include translators to deliver the presentation in the native language for our diverse parent population.

II. Parent Association Workshop

Parents will be invited to a workshop where ESL specialists and literacy coaches will describe in depth the programs being utilized, Fountas and Pinnell Leveled Literacy Intervention and Macmillan/McGraw-Hill: Treasure Chest For English Language Learners. The workshop will provide parents with a complete understanding of the instructional expectations of the program, as well as the different components each one contains.

III. PTA Night

We inform parents of all ELL Title III programs and any upcoming events during our monthly PTA meetings. These events are posted on our school website www.ps20q.org. We have translation services at each PTA night to ensure all messages and information is received in the native language.

Part E: Budget

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

Allocation Amount: \$63980

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. 		

Part E: Budget

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

Allocation Amount: \$63980

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