



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ANNA SILVER
DBN (i.e. 01M001): 01M020
Principal: JAMES LEE
Principal Email: JLEE1@SCHOOLS.NYC.GOV
Superintendent: DANIELLA PHILLIPS
Network Leader: DAN FEIGELSON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
James Lee	*Principal or Designee	
Rosemary Siders	*UFT Chapter Leader or Designee	
Shien Chiou	*PA/PTA President or Designated Co-President	
Phillip Rivera	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joyce Matthews	Member/ UFT	
Joyce Lin	Member/ uftt	
	Member/	
Ellen Koenigsberg	Member/ parent	
Vivian Zhang	Member/ parent	
Isabel Reyna-Torres	Member/ uft	
Lorain Alba	Member/ parent	
Milagros Arcia	Member/ parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

To Increase Resiliency to Student Bullying.

By June of 2014, the students will report a 25% increase in student use of "I Messages" (a structured response to anti-social remarks), as measured by a student self-report survey distributed in October and May.

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.

The number of behavior infractions in categories that may be classified as aggressive or bully-like behavior have remained constant for the past two years (18 in 2011-2013 and 16 in 2012-2013.)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Training by guidance counselor in classrooms and in therapy sessions about I-messages. I messages encourage students to actively face and respond to students who are acting aggressively or inappropriate. It encourages discussion rather than confrontation.

2. All staff will increase the use of the Silver STAR reward system to teach key norms of the goals:

Speak and Act Respectfully

Think of and listen to others

Appreciate Others/No Put Downs

Right to Pass/Participate/Help

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

1. 5. A limited number of staff shall be trained in the TRIBES positive learning communities program.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Teachers, School Leadership Team, Literacy consultant, Instructional Lead Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June of 2014 there will be a reduction to 10 infractions for the year. (discipline code infractions A34, A36, A38, and A43 combined.)

D. Timeline for implementation and completion including start and end dates

1. Guidance Counselor will see 3 classes per week, beginning January 6, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Guidance counselor does not need additional resources.

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).

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

2. Parent workshops on the topics of parenting and nutrition will occur, along with news dissemination in newsletter. One workshop will teach I-Messages to parents.

3. Video of I message will be placed on the school website.

4. The Principal newsletter explains i-messages to parents. This newsletter is distributed in Spanish and English and Chinese.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title 1 funds will be used for a parent workshop educating parents about this program, and to pay for professional development, including training of principal, AP, and staff to implement TRIBES whole-school community program.

Goal and Action Plan #2

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.

To increase performance in mathematics.

In June of 2014, the percentage of 4th and 5th grade students making more than one year's growth on the NY State Math Assessment will increase by 5% over the students' 2012-2013 performance.

In June of 2014, the percentage of 4th and 5th grade students with special needs making more than one year's growth on the NY State Math Assessment will increase by 10% over the students' 2012-2013 performance.

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.

Student performance in math on the NY State Exam, along with student performance on class assessments, was analyzed. Significant gains were made in all content strands last year, however no particular strand stands out as an outlying need. This is part of an ongoing analysis that occurs all year, with quarterly monitoring of student progress in class assessments.

Students with special needs are a targeted group because their performance dropped considerably in in-house assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

1. **PS 20's math curriculum is switching the Math In Focus (the US edition of Singapore Math) to address the US Common Core Standards this year.**
2. Our Bank Street Consultant will lead math leaders to help facilitate this transition. These math leaders then lead bi-weekly grade team meetings.
3. The school is conducting an instruction inquiry into the question: How can we leverage conversation to promote the citation of resources in writing? Grade teams are answering this question mainly in their literacy workshops, however instructional strategies such as questioning and reflecting on through processes will generalize to math workshops as well.
4. One-on-one coaching by our Bank Street consultant provides individualized support in the implementation of the curriculum.
5. The school will continue to use Ready NY as its test preparation materials.
6. Each teacher will administer one-two performance tasks per unit. These will either be Exemplars or performance tasks from Math In Focus.
7. Each grade team has one teacher who provides AIS in mathematics during the extended day session. We also have one teacher who provides intervention in mathematics at the end of the day. Math Navigator is used by this teacher.
8. Math game enrichment group meets once per week during the 50-minute morning intervention period.
9. Students with disabilities are an identified area of need. The assistant principal has begun planning with teachers of students with special needs to identify key areas of need.
10. Our school has won a 21st Century grant that will provide after-school to virtually all students in the building who wish to enroll. We will continue math instruction in the after-school.
11. Teachers will be evaluated using the teacher effectiveness rubric during informal and formal observations.

B. Key personnel and other resources used to implement each strategy/activity

1. There is a 3 % increase per level (except level 1) in performance on end of unit assessments. Unit assessment grades are delivered to the data specialist and monitored through our whole-school data-collection process.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Our timeline for unit assessment is not finalized because we have a new curriculum this year and do not know what our schedule will be.

D. Timeline for implementation and completion including start and end dates

1. Additional programmatic resources will be our 21s century after-school program and our morning volunteer math games program.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Additional programmatic resources will be our 21s century after-school program and our morning volunteer math games program.x

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).

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

The PTA will attempt one Family Math Night in the fall.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	x	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

Title 3 and 21st Century Funds will fund after-school extended day math enrichment.

Goal and Action Plan #3

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.

To improve performance in English Language Arts

By June of 2014, the percentage of 4th and 5th grade students scoring at Level 3 or higher on the NY State ELA Test will increase by 5% over the students' 2012-2013 performance.

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.

Student performance in English Language Arts on the NY State Exam, along with student performance on class assessments (running records and on-demand writing assessments), were analyzed. We saw that, in general, our students perform lower in NY State assessments than on our in-school benchmark literacy assessments. Due to our low performance in the written response items, we have changed our in-school writing assessment from narrative writing to performance-task writing.

We had significant gains in all three grades on the NYS ELA exam. There were no standards that could be identified as a weakness meriting intense targeting.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

1. The school is conducting an instruction inquiry into the question: How can we leverage conversation to promote the citation of resources in writing? This directly addresses the common core shift to citing text in written responses. Each grade team have adopted the following strategies (read aloud conversation, partner reading, guided reading, literacy circles,

and close reading.)

- The school has switched from assessing narrative writing three times per year, on-demand, to assessing performance on performance tasks 3 times per year. For students in the dual language program, this assessment occurs exclusively in English.
- Three to five literacy units per grade are assessed through performance tasks. For dual language students, performance tasks are given in both English and Chinese.
- Ready NY will continue as our test preparation text.
- All reading and writing units of study are continuously revised to address US Common Core Standards and to incorporate performance tasks.
- Devoting grade-meeting time to the review of student work from our reading, writing, and social studies units of study.
- Our K-4 grades have adopted Words Their Way for word study.
- Holding weekly grade meetings led by instructional leaders during the day for grades preK-5. Each team will be lead by one teacher selected to be an instructional lead. The instructional leads meet weekly with the principal and assistant principal.
- Maintaining interactive word walls to introduce and encourage familiarity, recognition, and understanding of language to further enhance writing skills.
- Providing a variety of different materials (such as Weekly Reader, Time for Kids and poetry) to expose students to different genres of written and oral language including informational, fiction, non-fiction, historical fiction, realistic fiction, folk tales, and fables)
- Reading, writing, speaking and listening instruction is incorporated with the arts by using various enrichment lessons (architecture, Rosie's Broadway Kids, Dare Dance, arts program)
- Teachers will be evaluated using the teacher effectiveness rubric during informal and formal observations.
- Incorporating trips, performances, shows, and music instruction exposes students to the arts and encourages collection of data, facts, and ideas that can be used to improve reading, writing, listening, and language skills.
- Designed teachers (who will be rotating based on needs identified through observation) will work with our AUSSIE literacy consultant. This consultant is supporting our instructional inquiry.
- Our school has won a 21st Century grant that will provide after-school to virtually all students in the building who wish to enroll. We will continue literacy instruction in the after-school.

B. Key personnel and other resources used to implement each strategy/activity

- Administration, Guidance Counselor, Attendance Teacher, School Leadership Team,

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- There is a 3 % increase per level (except level 1) in performance on running record analysis in February and May.

D. Timeline for implementation and completion including start and end dates

- Timelines are written into targets.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Additional programmatic resources will be our 21st century after-school program and our morning volunteer reader's theater program.

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).

- PS 20 will hold a family read-a-thon in the spring, that coincides with our book fair.
- There will be a family movie night, which will be aligned with a book, in the winter.
- Parent Workshops will be held on study habits, the ELA test, and the changes from the Common Core Standards.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Use of Title I 10% set-aside funds for PD AND C4E funds to pay for an AP for instruction, substitutes to provide release of teachers, and two-day literacy coach.
- Use of network support to provide in-house professional development.
- Use of community volunteers through NY Cares to establish guided reading/independent reading/teacher resource library (rm. 219)
- Use of Title 1 funds to purchase 30 days of an AUSSIE consultant

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

Goal and Action Plan #4

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.
 By June of 2014, the attendance rate will be 94.5%, as measured by the NYC Dept. of Education system.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 We looked at attended rates disaggregated by grade, class, program, and program status. Lower grades and special education are the prime low attendance clusters. The dual language program has significantly higher attendance than the rest of the school.
 Our attendance dropped by approximately .2% last year. This is attributed to the high asthma and allergy rate that occurred due to increased mold from Hurricane Sandy.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school has a new guidance counselor who has made telephone contact with students absent more than 10% of the year a priority. She uses
2. The guidance counselor has prioritized students in preK – 1st grade as they have the lowest attendance rates.
3. Assemblies, field trips, and enrichment activities are strategically scheduled for days when attendance is traditionally low.
4. The school has adopted healthy eating standards and a wellness campaign to prevent sickness.
5. The school has hired a certified physical education teacher as another means to promoting health.
6. Through our partnership with Wellness in the Schools, we have several weeks per year in which our resident chef plans healthy eating workshops that promote nutrition, sleep, and healthy lifestyle.

B. Key personnel and other resources used to implement each strategy/activity

1. The guidance counselor leads a small attendance committee comprised of Administration, Guidance Counselor, Office Staff, Teachers, School Leadership Team, and substitute teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance - .5 increase in attendance by February 14 of 2014. If attendance goal is not set, a target April 30 will be set as well.

D. Timeline for implementation and completion including start and end dates

1. Timelines are written into targets.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have several programs that promote strong attendance because they attract students. These include our enrichment programs, our after-school programs, and our Silver STAR program.

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 guidance counselor coordinates person to person contact of all students who are identified every 6 weeks as attending less than 90%. The guidance counselor and the substitute teachers make calls to stress the importance of attendance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

We have a 21st Century After-school program that provides enrichment activities two days per week and homework assistance three days per week. Also, Title 1 and Title 2a fund enrichment activities that encourage students to attend.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	We provide a number of intervention groups, depending on the needs of students. These include guided reading, guided writing, Wilson, and phonemic awareness. This occurs during the 50 minute intervention period before school. The reading content is integrated with both social studies and science.	Small Group	Before School
Mathematics	We have one teacher dedicated to math intervention on every grade. The specific intervention practice is using math previewing. In this practice, the teacher teaches the content that will be learned during the day.	Small Group	Before School
Science	Our reading material is integrated with science and social studies.	Small Group	Before School
Social Studies	Our reading material is integrated with science and social studies.	Small Group	Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our guidance counselor does Individual or group counseling. Our psychologist is extremely busy and does not have any time to conduct such services. Our social worker has very little time at our site and only sees one child.	Small group and individual sessions	Before school, during school, and after school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS 20 has an active recruitment effort that includes collaboration with universities and participation in various professional organizations. We have a partnership with Hunter College that places faculty on site at PS 20 one day per week. This staff person supervises the student teachers placed here. Student teachers remain at PS 20 for the entire two years of their program.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In order to keep all teachers highly qualified, we use Title 1 funds to pay tuition for classes at teacher training programs.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federally funded 21 st century Grant funds Integrated after-school program Consultants Professional development days.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
PS 20 is fortunate to have a large early childhood program. We have 3 preK classes, so those classes are treated as a grade team along with all other grades. The transition, therefore, is relatively seamless as the teachers participate in all the planning and professional development as the rest of the school. We do receive students from many other early childhood programs. For our dual language program, we have partnered with the Preschool of America to ensure like curriculum and social expectations.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We administer all Dept. of Ed mandated assessments.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 1	Borough Manhattan	School Number 20
School Name type here		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal James M. Lee	Assistant Principal Jennifer Chase
Coach Allison Gadlin/Literacy	Coach Margaret DeLuca/Math
ESL Teacher Rosanne Caputo	Guidance Counselor Lauren Phillips
Teacher/Subject Area Momo Liao/ Dual Language	Parent Michelle Stern
Teacher/Subject Area Katie Bernard/ESL	Parent Coordinator Tracey Arrington
Related Service Provider Ronnie Filippatos/IEP-SETTS	Other T. Laumenede/Dual Language K
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	633	Total number of ELLs	105	ELLs as share of total student population (%)	16.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	93	ELL Students with Disabilities	22
SIFE		ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	2

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	62									62
ESL	31		16	17		6	2			50
Total	93	0	16	17	0	6	2	0	0	112

Number of ELLs who have an alternate placement paraprofessional: 4

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
Chinese	21	27	12	27	5	31	14	24											52	109
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	21	27	12	27	5	31	14	24	0	0	0	0	0	0	0	0	0	0	52	109

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 40 Number of third language speakers: 9

Ethnic breakdown of EPs (Number):

African-American: 2 Asian: 89 Hispanic/Latino: 10
 Native American: White (Non-Hispanic/Latino): 10 Other: 7

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	1	4	6	5								21
Chinese	28		4	5	4	1								42
Russian														0
Bengali	1	1			1	2								5
Urdu														0
Arabic		1												1
Haitian		1												1
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	32	5	5	9	11	9	0	0	0	0	0	0	0	71

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	2	2		12
4	13	62			75
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		2	1	1	0	1	1	9
4	10		3		6		2		21
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4	1	2		5		8
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tool used by the teachers at PS 20 to assess the early literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has shown that many of our ELL students are reading below grade level. In grades 3-5 it is showing us that the students need to develop their critical thinking skills more because they are unable to comprehensively answer the inferential questions about the text. This shows us that we need to provide more time for thinking about the literature and to also provide scaffolds for the students in this area. Also, the vocabulary and the words that student tend to miss during their assessments are Tier II words. This information is part of the data that we used to determine our professional development plan for the school. We are also looking at our language and word study blocks to look at how to improve instruction in this area. In addition, this year's focal point is how to build and use conversation to increase vocabulary both orally and in the students' writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Student tend to score proficient in speaking and listening and continue to need development in the areas of reading and writing. Many second graders actually were deemed proficient as per he NYSELSAT in all areas.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our instructional focus school-wide is leveraging conversation with students to assist them in citing resources in their writing. We will be using our students' strengths in listening and speaking to help develop their reading and writing skills that will be needed to meet the new common core standards in ELA (reading and writing). Students will be directly instructed on how to have conversations with peers in small groups, partnerships, whole-class, and literacy circles. Each grade will focus on a different instructional strategy that they will explore by doing an inquiry study surrounding that particular strategy.

4. For each program, answer the following:
 - a. 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?

Our studnets currently take all assessments in English. There are rare cases where a child in our ESL program may take an exam in their native language. Students in our DL program have yet to take standardized assessments in either Mandarin or English.

We currently do not administer ELL periodic assessments.

Mandarin is currently being assessed in grades K-3 in our Dual Language program with teacher made assessments and performance tasks.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Data is looked at to determine the lowest 3rd of students scoing in ELA and Math. Students who fall in this category are provided with intervention 3 times a week for 50 minutes in extended day. We also hold a newcomer group for students who are new to the country within the past year. Students who fall withing the lowest 1/3 are provided with small group instruction mutiple times a week from their classroom and ESL teachers. We revisit data every 6 weeks and adjust our groups according to need. If little or minimal progress is being seen, we may change instructional strategies that we are utilizing. SIOP.... Referrals to our PPT are rare for students who are ELLS but may be utilized with long-term ELLs if there is a stall in progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The assessment tool used by the teachers at PS 20 to assess the early literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has shown that many of our ELL students are reading below grade level. In grades 3-5 it is showing us that the students need to develop their critical thinking skills more because they are unable to comprehensively answer the inferential questions about the text. This shows us that we need to provide more time for thinking about the literature and to also provide scaffolds for the students in this area. Also, the vocabulary and the words that student tend to miss during their assessments are Tier II words. This information is part of the data that we used to determine our professional development plan for the school. We are also looking at our language and word study blocks to look at how to improve instruction in this area

7. 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?
 - a. Teacher made assessments, our 3rd graders will also be assessed this year by taking the Chinese Language Exam in spring.
 - b. Students are learning at a rate that is developmentally appropriate for them. They will be assessed using teacher made assessments. Assessments are on-going. Our DL program is a side-by-side program where students are completely immersed in the language. Currently, we have found that the oral language of our EP students in Mandarin is much stronger than their reading or writing.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We look at the percentage of ELLs meeting proficiency on the NYSESLAT. We also examine the state assessments for grades 3-5. We also look at our running records, math assessments, and performance assessments for each unit to determine where students' needs lie.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When parents register their child at PS 20 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey. If the Home Language Survey and the interview that is conducted at the time of registration indicate that the student could be an ELL then the parent is informed that their child will be administered the LAB-R test to assess their English Language proficiency. The interview is conducted by the assistant principal or the ESL teacher with the assistance of qualified translators. Students who have been initially identified as English Language Learners through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications in place to assess their English proficiency. In addition to this, students who were identified as ELLs in previous years and have not attained proficiency are also tested again at this time.
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.
 - 2.. Once a student has tested eligible for ESL services, the parent is asked to come to an orientation within 10 days. During the orientation, the parent watches the DVD that describes the three programs that the city offers for ELLs (Transitional Bilingual, Dual Language and Freestanding ESL). We show the DVD in the language that the parent is most comfortable with. We also provide a translator that speaks the language who will be able to answer any questions that the parents may have. The orientation is usually conducted by the assistant principal, the parent coordinator, and an ESL teacher. If the parent is unable to attend the orientation that day, we will make an appointment with the parent for another time within one week. If the parent is unable to make an orientation, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within 9 days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100 percent compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a

Transitional Bilingual Program. All students deemed eligible to receive service will receive ESL services within 9 days of being identified as an ELL

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.

All students deemed eligible to receive ESL services, as evidenced by the result of the LAB-R assessment, will receive this service within 9 days after being identified as an ELL. If the parent chooses, we will seek out alternate placements in other schools for the programs that we currently do not offer. This information is communicated to our parents through the Parent Coordinator with the assistance of translators. However, the trend has been that parents do not want to remove their child from PS 20.
aste response to questions

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

6. 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.) 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. 

We have in fact opened a Dual Language Program to accommodate parent requests and city and state mandates. The Dual Language Program is now in its third year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

We currently have 2 self-contained ESL classes in First and Second Grades. All of our students in K, 3, 4 & 5 are clustered together in one general education class per grade where our ESL teachers push into the class and co-teach with the classroom teacher to address the needs of the various levels in the class. Additionally, the ESL teacher pulls out the students who scored on a beginner or intermediate levels in the class. Students who are new to the United States and speak limited English are also being served in the Extended Day Program (Tuesday, Wednesday and Thursday for 50 minute periods). The students in self-contained and the 4th and 5th grade general education classes with ESL services are mixed heterogeneously. Native English speakers, students scoring Advanced, Intermediate, and Beginner are all present in each class.

2. 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)?

Paste response to questions here: On staff we have 6 certified ESL teachers. Four of those teachers teach a self-contained ESL class (grades K-3). The 5th and 6th teacher provides push-in/pull-out services to the students who are in 4th and 5th grade and students who are in CTTs or self-contained special education classes. Beginners and Intermediates who require 360 minutes of ESL instruction are served through this model. Advanced students who require 180 minutes of instruction are also served through this model. For our dual language classes we follow a side-by-side model. The students receive one day of native language arts instruction in Mandarin and then one day of instruction in English and the pattern continues. The two classes of twenty-five students are mixed with English Proficient students and ELL students who are Mandarin speaking.

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 foster language development and meet the demands of the Common Core Learning Standards.

To develop academic language in the content areas, a context-embedded approach is used in our classrooms. Teachers use thematic units of study, and they use supports such as graphic organizers, models, maps, charts, word walls, etc. Much real-world experience is also provided, with students receiving multiple opportunities to use academic language within activities. Instruction must be clearly differentiated for students to make the necessary gains. For example, the content area subjects are taught using manipulatives, through hands on experiments as well as through visual and dramatic arts in order to maximize opportunities for comprehensible input.

DUAL Language - all subjects are taught in both languages. Key vocabulary is highlighted in each language. DL teachers plan with each other to ensure that lessons are being built upon for each content area.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Developmentally appropriate rubrics have been established for the Mandarin English Dual Language Program. Check lists for

Listening, Speaking, Reading and Writing are used in the existing Kindergarten and First Grade classes and Checklists have also been established for the anticipated use in Second and Third Grade Classes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teachers track students progress through various informal assessments, performance assessments, accountable talk, double entry journal, literature circles, publishign parties, public speaking, running records,
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation of Instruction for ELL sub-groups:

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

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

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

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

7. 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?
As per the English Language Acquisition Needs Determination procedures students who meet the criteria are no longer receiving services . Students who are not considered for this classification receive the mandated minutes of service either in a mainstream classroom or in a small pull-out group with an ESL teacher.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Students receive their mandated services within their classes so as not interfere with the flow of their daily schedule.

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	45 minutes per day	45 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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

9. 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.
- ELLs who score a 1 or 2 in ELA and Math state tests are mandated to attend our extended day program. Students are strategically placed to best meet their needs within the given content area. During the school day, the intervention specialist and ESL specialist push into the class to provide small group instruction using scaffold techniques.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This Tier 1 support proves to be highly effective with the least amount of disruption to the flow of the students' and classroom teachers' day. These small groups are flexible and provide not only content support but also proves to be effective in language development where students who are ELLs and at risk are more likely to participate in the lessons.
11. What new programs or improvements will be considered for the upcoming school year?
- IXL for Math. Switch programs to Math in Focus, to provide more visuals for our students and to help with developing understanding of concepts while also addressing the lack of automaticity with basic skills. IPADS, APPs, etc. Smartboard, project based learning, portfolios, Saturday Academy for ELLs,
12. What programs/services for ELLs will be discontinued and why?
- None of our programs have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The entire school building is invited to Henry Street Street Afterschool Program for an academic extension of the school day, enrichment services as well as Native Language support. ELL students will also be invited to Saturday Academy for Academic Enrichment and special literacy through arts projects. Rosie's Kids Theatre Program as well as American Ballet theatre has adopted PS 20 and our ELL students have always been a part of these special programs. The Lower grades also participate in African and Chinese Dance.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Programs such as IXL and Think Central K-6 are made available to all of our English Language Learners. Ipads which were received two years ago are used to enhance activities ie. recording conversations for students to model and practice as well as recording students engaging in Reader's Theatre. Apps specifically tailored to meet the needs of ELLs at every stage of their language development are also utilized.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Evaluation in Native Language: Teachers who speak the child's native language will conduct informal assessments using Native Language Materials. Running records and spelling inventories which provides a feature analysis is also conducted for newly arrived Spanish speaking students.
- Developmentally appropriate rubrics have been established for the Mandarin English Dual Language Program. Check lists for Listening, Speaking, Reading and Writing are used in the existing Kindergarten and First Grade classes and Checklists have also been established for use in Second and Third Grade Classes.
- This will be the first year that the Mandarin Native Language Reading test will be administered to the third grade Dual Language classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- ESL teachers In some cases some students receive more than the allotted minutes, push in and pull out students for their mandated services. teachers collaborate with ESL teachers to provide scaffolds within the ELA and content instructional block.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Instructional Plan for Newcomers: Students who are new arrivals also participate in extended day programs. They are ability grouped with a focus on providing comprehensible input to expand receptive vocabulary. LAB-R and NYSESLAT results are used as a baseline to assess students English Language Proficiency. Portfolios are used for ongoing assessment. All students are also assessed using TC Running Records, Writing Analysis, and EDM unit assessments. Our newcomers who speak very little

English will also be paired with a student in class who speaks their language to help them adjust to school. The newcomers will also participate in a newcomers group where they will work with an ESL teacher in a separate location where they will address basic conversational skills as well concepts of print and literacy. In the general education and self-contained settings students will be instructed in small groups throughout the day to address their needs. All students will be exposed to the grade level content curriculum. The use of visuals, manipulatives, and total physical response will be ongoing. When possible, a teacher who speaks their language will be available for native language support.

18. What language electives are offered to ELLs?

Language electives are not currently offered.

19. For schools with dual language programs:

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

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

2. English Proficient students and English Language Learners are integrated 100% of the time in the dual language program. There are two classes. Each class is comprised equally of English Language Learners and English Proficient students.

3. The two classes of students switch classrooms and teachers daily. Class A spends Monday, Wednesday, and Friday in the Mandarin classroom, while Class B spends these days in the English classroom. The following week the classes switch days. Class B spends Monday, Wednesday, and Friday in the Mandarin classroom

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

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

D. Professional Development

1. Ongoing professional development will be provided in the areas of reading comprehension strategies, the Sheltered Instruction Observation Protocol (SIOP), and developing Social Studies Inquiry Units. Most staff members are involved in one of the three study groups that will meet multiple times throughout the year. Through these study groups we will also be looking at the new Common Core Standards. As grade teams, we are continuing to develop units of study that engage all students and include outcomes for understanding and to address the new Common Core Standards. In addition, ELL teachers are now embarking on PS 20's inquiry into leveraging conversation to improve the citation of text in their writing, which is directly aligned with the ELA Common Core Standards.

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

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

ELL teachers also attend a monthly regional meeting which primarily deals with how the Common Core Standards can best be used with our ELL students. The Danielson Framework is also part of this discussion.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. PS 20 will host a series of workshops for parents of ELLs. The initial Parent Orientation meetings held in October 2013 offers parents the opportunity to learn about the PS 20 ESL parent workshops held throughout the year via Title III funding with support and tips for parents to use with their children at home. At the Part 154 meetings, held within the first ten days of the 2013-2014 School Year, parents will be informed of their rights and program choices in their native language and will be given documentation in their native language to ensure a full understanding. Translators will be available at all parent meetings. Parents are encouraged to meet with classroom teachers regarding child's performance and progress. An ELL Parent Conference will be conducted in the spring prior to the administration of the standardized tests to review strategies to assist parents in helping their ELL students prepare for each exam. This year we are conducting also conducting parent workshops on the ARIS Parent Link and how to access the information provided there. The workshops are conducted with translators so that the information is accessible to all parents. Translators will be provided.
 2. We currently partner with , Henry Street Settlement, , and Wellness in the Schools. HENRY STREET SETTLEMENT provides mental health services to some of our students and their families. Henry Street Settlement provides and after-school program and also works with PS 20 to provide the clubs for the PS 20 after-school program. They also work with community outreach helping to align necessary helath and wellness services
Wellness In the Schools is a program that teaches students and their families about nutrition and health. The WITS committee work side by side with the PTA to conduct week end workshops and evening celebrations to teach and engage families.
 3. Our parent coordinator sends out a survey to assess/evaluate the needs of our parents. We also look at our Learning Environment Survey to see what the needs of the parents are.
 4. Parents have a computer room in order to access the Aris Parent Link and information which will be helpful for their child's continued academic achievement. We also have a Parent Night where the arts are linked to language acquisition, providing parents with a different lens on ways to engage their children in meaningful conversation.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PS 20M

School DBN: 01M

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
James M. Lee	Principal		1/1/01
Jennifer Chase	Assistant Principal		1/1/01
Tracey Arrington	Parent Coordinator		1/1/01
Rosanne Caputo	ESL Teacher		1/1/01
Michelle Stern	Parent		1/1/01
Ronnie Filippatos/IEP/SETTS	Teacher/Subject Area		1/1/01
Tracey Laumenade/DL Teacher	Teacher/Subject Area		1/1/01
Allison Gadlin/Literacy	Coach		1/1/01
Maggie DeLuca/Math	Coach		1/1/01
Lauren Phillips	Guidance Counselor		1/1/01
Dan Feigelson	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **2** Network: **203**

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

Part A: Needs Assessment Findings

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

We use parent surveys, anecdotal feedback, and parent participation data such as attendance at conferences and back to school night.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We discovered that we have several needs. We have an increase in Chinese-speaking families. We also discovered that we did not have enough access to translation for our Bengali-speaking families. We have acknowledged this at school leadership team and PTA meetings.

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.

The school provides Spanish and Chinese translation for all written materials. This now includes minutes for PTAs meetings. Written Bengali is not a need (spoken is.) Written translation is provided both in-house and through vendors.

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

We now have at least two staff persons per language. We are in the process of hiring a community associate who will be fluent in Mandarin and Cantonese. For parent-teacher conferences, we are purchasing a third interpreter for Bengali. If no staff member is available, we use over the phone translation services provided through the central Department of Education.

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>.

Our parent coordinator coordinates parent notification through prominent posting of translated documents, including notification about the parents bill of rights.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 20 AFTER-SCHOOL PROGRAMS

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

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

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

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

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

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

NATIVE LANGUAGE SUPPORT FOR NY STATE ASSESSMENTS

We will hire one Spanish and one Chinese language teacher who will support our newcomer students in

Part B: Direct Instruction Supplemental Program Information

their native language. We have approximately 3 Chinese and 4 Latino students who must take the mathematics exam in their native language. The teachers will spend approximately 5 weeks reviewing key concepts in the native language. The ESL staff for our Title 3 program, along with our regular school day ESL staff, will be engaged in work on the instructional strategy of sheltered instruction. In specific, they'll focus on delivering clear instruction and on supporting vocabulary acquisition.

Part C: Professional Development

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

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

Begin description here:

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: We will sponsor one Parent Learning night. This evening will promote the connection between our literacy enrichment programs and language acquisition. We will hire our main arts consultant, Urban Arts, to conduct this parent night. All artists have experience in hosting these workshops that specialize in arts that foster language acquisition. We anticipate serving over 200 people from 150 families. This night will occur the third week of March.

Part E: Budget

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

Allocation Amount: \$0

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