



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 20 Q JOHN BOWNE ELEMENTARY

**DBN (i.e. 01M001):** 25Q020

**Principal:** VICTORIA HART

**Principal Email:** VHART@SCHOOLS.NYC.GOV

**Superintendent:** DANIELLE DIMANGO

**Network Leader:** DIANE FOLEY

### 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
Victoria Hart	*Principal or Designee	
Bonnie Serle	*UFT Chapter Leader or Designee	
Jun Li	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Lois Lee	CBO Representative, if applicable	
Cynthia DiBello	Member/ Assistant Principal	
Janice Eagen	Member/ Assistant Principal	
Nicole Mucerino	Member/ Teacher	
Danielle Rotondaro	Member/ Teacher	
Susan Dworkin	Member/ Teacher	
Nicholas Pei	Member/ Teacher	
Fathima Wahid	Member/ Parent	
Lakshmi Ramasamy	Member/ Parent	
Ingrid Palomino	Member/ Parent	
Lalla Elidrissi	Member/ Parent	
Michael He	Member/ Parent	
Zhao Rong Wang	Member/ Parent	
Gloria Reyes	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2014, 100% of teachers will participate in a minimum of 5 focused professional development opportunities around the Danielson Framework for Teaching to build a shared understanding of what effective teaching looks like as evidenced by professional development agendas, sign in sheets, PD materials, Turn Key, School-wide PD binder and focused feedback on teacher observations.

### Comprehensive Needs Assessment

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

The above goal was generated due to the new Evaluation System. Teachers need training in the 22 components of the Danielson Framework for Teaching. Faculty expressed a need for further understanding the ways to implement effective teaching strategies and practices aligned to the Framework.

### 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

- Professional development was held in the fall to strengthen teachers' understanding of the Danielson Competencies. Teachers read, reviewed, reflected and shared system structures that are essential and immediate for quality instruction.
- Outside consultants from Metamorphosis collaborated with teachers in utilizing the Danielson framework to plan rigorous instruction.
- Curriculum mapping and using assessment in instruction.
- Language Acquisition Policy/ Title III program development: Analyzing student data and revising to meet student needs.
- NYSITELL planning and implementation protocol
- Discipline code, safety procedures and general response protocols
- Online, educational resources supporting the individual needs of students i.e. I- Ready, Think Central, ARIS, Engage NY
- Utilizing STARS Classroom to communicate with parents/ guardians regarding student progress.
- Dignity Act, Respect for All, Child Abuse Protocol.
- Aligning lesson plans and instructional practices to the Danielson framework ( Domains 1 & 3)
- Aligning The Arts' instructional practices to the Danielson Framework.
- Partnerships with various programs through grants such as: CASA, Arts Connection, Studio in a School
- Various webinars aligning Physical Education to the Common Core Learning Standards
- Providing Response to Intervention services utilizing the Leveled Literacy Intervention Program.
- Teacher Teams aligning components to various domains of the Danielson Framework.
- Participating in data dives in relation to the 2012 - 2013 Progress Report.
- In the Spring of 2014, provide further Professional Development based on feedback received from observations by administrators utilizing the Danielson Framework.
- Future Professional Development based on teachers' input and surveys.
- Collaborative Teacher Teams working as a professional learning community during a 50 minute period (SBO).
- Collaborative Common Preparation periods for smaller groups of teachers on each grade level to plan lessons, share best practices and analyze student work products based on common core aligned rubrics.
- Two lead teachers serve as staff developers in both literacy and math. The lead teachers create weekly newsletters based on the needs of the teaching staff.
- The lead teachers provide on-going professional development through collaboratively planning with teachers, conducting model lessons, providing opportunities for co-teaching and inter-visitations.
- Teaching staff and administrators receive training in the Danielson framework in order to deepen the understanding of the components.

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

- Administrators
- Lead Teachers

- Teacher Teams
- CFN 204 Instructional Specialists
- Danielson Framework for Teaching
- Engage NY
- Various ELA and Math curriculum guides utilized to support Common Core Aligned programs
- Think Central, I-Ready, and various webinars for online support.
- NYCDOE Professional Development and resources on Common Core aligned curriculum and instruction
- Grants received to partner with community organizations (Arts Connection, CASA, Studio in the School)

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

- Written feedback based on teacher surveys
- Teacher practice and planning
- Students' outcomes
- Student data

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

- Beginning in September of 2013 and continuing throughout the school year ending in June 2014.

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

- Faculty Conferences held monthly
- Grade conferences held monthly
- Teacher Team meetings
- Lead teacher meetings
- Various program representatives
- Citywide workshops
- CFN204 professional development

**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).

- E- Chalk, Stars Report Cards, Bi- Annual Student Progress Reports
- Parent Workshops, Team Up For Testing, Parent Resource Fair, Engage NY ( On-line support for parents)
- Chapter overview letter for parents
- Meet the Teacher, Open School Week, Parent Teacher Conferences
- Curriculum- based newsletters
- Use of native language translation through the DOE and community based organizations
- ARIS parent link
- Learning Leaders

**Budget and Resource Alignment**

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

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

**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.

By June 2014, 100% of Grade K through 5 teachers will participate in analyzing, reviewing and revising new English Language Arts curriculum programs (Ready Gen/Expeditionary Learning) to ensure alignment to the Common Core Learning Standards as evidenced by professional development agendas, Teacher Team meeting minutes, curriculum maps, lesson plans and student performance on summative assessment rubrics.

**Comprehensive Needs Assessment**

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

academic content and student achievement standards.

A thorough review of the 2012-2013 Progress Report has indicated that our Early Grade Progress in ELA is in need of improvement. This report also indicates that only 29.9% of students in Grades 3-5 who were administered the 2013 New York State ELA reached or exceeded proficiency. P.S. 20's 2011-2012 Quality Review indicated a need to continue our work around curriculum analysis to develop consistent alignment to standards. This data indicates a need to continue the intensive work around aligning ELA curriculum to standards, especially in the early grades.

### ***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.

#### **➤ Strategies/activities that encompass the needs of identified subgroups**

- Activity: Lead Teachers will attend curriculum workshops in Ready Gen and Expeditionary Learning.
- Activity: Lead Teachers will present information from workshops to K-5 teachers
- Activity: K-5 Teachers will participate in a minimum of three professional development sessions facilitated by our lead teachers on analyzing Ready Gen and Expeditionary Learning lessons and their alignment to grade level standards
- Activity: A minimum of one teacher team meeting per month will be dedicated to analyzing student work in ELA and its alignment to the standards. Teams will identify gaps in student learning by class and by grade. Teams will develop and/or revise lessons to address these gaps. Student work from developed /revised lessons will be analyzed for growth towards standards.
- Activity: Teacher teams will identify exemplar pieces of student work. These exemplars will be used as instructional tools and will serve as models for students to visually see the expectations of the standards.
- Activity: Administrators and K-5 teachers will participate in in-depth data dive sessions around the Item Analysis reports from the 2012-2013 NYS English Language Arts assessments. Administrators and teachers will identify school-wide, grade-wide and individual teacher and student areas of focus and development. Data dives will subsequently take place for each Schoolnet assessment administered.
- Activity: Administrators and Teachers will develop plans to address findings from data dives that target student performance and teacher practice.
- Activity: Teachers will reflect on their teaching practices and align their instruction to the Danielson Framework. Teachers will implement appropriate instructional strategies and practiced based on observation feedback.
- Activity: Teacher Leads will conduct model lessons and facilitate inter-visitations to develop a shared understanding of standards based instruction and best teaching practices.
- Activity: Teachers will further address the Instructional Shifts in ELA with a particular emphasis on our school's instructional focus: Regular practice with complex texts and its academic vocabulary. Teachers will also focus on improving student performance in writing from sources.
- Activity: Teacher teams and Administrators will monitor the progress of students on summative assessment rubrics. Teams will aim for a minimum of 70% of students meeting the standards at the end of each unit. Teacher teams will develop plans of action for students who are not meeting standards.

#### **➤ Key personnel and other resources used to implement each strategy/activity**

- Administrators, Lead Teachers, Teacher Teams, Teachers, CFN 204 personnel
- Engage ny, Teachability (Ready Gen on-line support)
- Ready Gen and Supplemental Phonics Program
- Expeditionary Learning Curriculum Guides

#### **➤ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Ready Gen (Performance Based Assessments) and Task Rubrics
- Expeditionary Learning (Mid-Unit Assessments, On-Demand End of Unit Assessments)
- I-Ready benchmark assessments
- K-3 NYC Baseline Assessments

#### **➤ Timeline for implementation and completion including start and end dates**

- Professional Development for Lead Teacher (July 2013-June 2014)
- Teacher Team Meetings (Mondays 8:00-8:50- September 2013-June 2014)
- Ongoing Formative and Summative Assessments (September 2013-June 2014)
- Schoolnet Assessments (December 2013, March 2014)
- Data Dives (NYS ELA-December 2013 , Schoolnet-January 2014, Schoolnet-March 2014)

#### **➤ Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Teacher Teams weekly meetings

- Extended Day Small Group Instruction
- Teacher Leads
- I-Ready training for teachers
- Grade level common planning periods
- Faculty and grade conferences
- In house and outside professional developments

**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).

- Provide parents with ELA Curriculum Unit information on E-Chalk Class pages
- Provide parents with strategies to support their child's progress at home through Stars Report Cards, Bi-annual Progress Reports, and P.S. 20 Student Agendas
- Distribute Chapter Overview Letters for parents at the beginning of ELA units
- Conduct Parent Workshops with a specific focus on ELA Common Core Standards and home support
- Invite parents to Team Up for Testing Sessions to model and explain the standards and expectations of students on ELA state assessments
- Parent Resource Fair
- Engage NY (On-line support for parents)
- Meet the Teacher, Open School Week, Parent Teacher Conferences

**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	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.										

**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.

- By June 2014, 100% of Grade K through 5 teachers will participate in reviewing and revising the new Math curriculum program (Go Math) to ensure alignment to the Common Core Learning Standards. Teacher will further address the Instructional shifts in Math with a particular emphasis on Shift 3: Rigor-Require fluency, application and deep understanding as evidenced by professional development binders, Teacher Team meeting minutes, curriculum maps, lesson plans and student performance on summative assessment rubrics.

**Comprehensive Needs Assessment**

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

A thorough review of the Common Core Learning Standards, in conjunction with the citywide instructional expectations and common core instructional shifts in mathematics, have indicated our students are in need of a deeper understanding of key mathematical concepts and terms, as well as their application to real world situations. Additionally, students need to clearly explain their mathematical thinking using multiple strategies and mathematical justification in verbal and written form.

**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.

**I. Strategies/activities that encompass the needs of identified subgroups**

- Teachers attend citywide and CFN204 curriculum workshops in Go Math.
- Teacher teams will analyze the progress of student work during weekly meetings to ensure growth towards meeting the standards.
- Teachers participate in analyzing curriculum aligning Go Math to the CCLS and Instructional Shifts.
- Teachers in grades K-5 will meet weekly during common planning periods to analyze current curriculum lesson plans and tasks to ensure they are successfully aligned to the grade level math standards.
- Teachers participate in "Curriculum Corner" with lead teachers.

- Administrators and teacher teams will work alongside the Metamorphosis consultant implementing the components and functions of a balance mathematics workshop model. The Metamorphosis consultant and cooperating teachers plan standards-aligned math lessons, teach the lessons, and debrief on their effectiveness in executing these lessons. This will develop a shared understanding of best teaching practices in mathematics and how to delve deeper into teaching these concepts.
- Teachers reflect on their teaching practices to align their instruction to the Danielson Framework for Teaching.
- Teachers will apply the Metamorphosis professional development to subsequent units of study.
- Teachers will attend a series of professional development workshops through Metamorphosis to develop a deeper understanding of mathematical concepts and practices.
- Administrators and teacher teams will participate in Data Dive sessions to analyze summative data of the NYS and School Net assessments. Findings will be used for planning instruction and targeting students' needs.
- The school community will analyze the 2012 - 2013 Progress Report with a strong focus on NYS Math Performance and student growth.
- Teacher Teams analyze curriculum to connect students' learning across grade levels (Vertical planning).
- Teacher Teams develop pacing guides for math instruction.
- Teachers provide multiple opportunities for students to apply their thinking to real world higher order thinking problems.

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

- Teacher Teams and Lead Teachers
- Administrators
- Metamorphosis Consultant
- CFN204 instructional specialists
- Parent Coordinator
- Think Central (On-line support)
- Data Dives
- I-Ready, Go Math instructional workshops
- Engage NY

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

- Beginning of year assessment and Ongoing Pre-assessments
- Mid-Unit Formative Assessments
- End of Unit Summative Assessments
- New York City Performance Assessments
- School Net Baseline/Benchmark
- I-Ready Baseline
- Think Central Assignments and Reports

**IV. Timeline for implementation and completion including start and end dates**

- Professional Development for Lead Teacher (July 2013-June 2014)
- Teacher Team Meetings (Mondays 8:00-8:50- September 2013-June 2014)
- Ongoing Formative and Summative Assessments (September 2013-June 2014)
- Schoolnet Assessments (October 2013, December 2013, March 2014)
- Data Dives (NYS Math-December 2013)

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

- Teacher Teams are comprised of 8-10 teachers per grade and meet at least twice a week for collaborative planning and analysis of student work.
- Ongoing professional development with Metamorphosis Consultant.
- After school meetings with select staff analyzing school structures that support curriculum alignment with the common core learning standards.
- Continued collaboration with CFN204 instructional specialist
- Extended Day Small Group Instruction.
- Data Dives focusing on NYS Math Performance and Student Growth during grade and faculty conferences.

***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).

- E-Chalk

- Stars Report Cards
- Mid-term Student Progress Reports
- ARIS Parent Link
- Parent Workshops
- PTA Nights
- Team Up for Testing Sessions
- Parent Resource Fair
- Engage NY (On-line support for parents)
- Chapter Overview Letter for parents
- Meet the Teacher
- Open School Week
- Parent Teacher Conferences

**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		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											

**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 2014, a minimum of three new structures and/or programs will implemented to improve the ELA and Math performance of students in the Closing the Achievement Gap category of the 2012-2013 Progress Report, including students with disabilities and English Language Learners as evidenced by student rosters for new programs, agendas from meetings, formative and summative assessment results, lesson plans, learning objectives, student and service provider schedules, and the P.S. 20 Table of Organization.

**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 test score results from the 2012-2013 New York State ELA and Mathematics exams and a careful analysis of the 2012-2013 Progress Report with the assistance of Charles Drannbauer from CFN 204 indicated that students in the Closing the Achievement Gap category which includes students with disabilities and English Language Learners require additional academic support, with an emphasis on English Language Arts, so they may more successfully meet the rigorous demands of the Common Core 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.

**1. Strategies/activities that encompass the needs of identified subgroups**

- P.S. 20Q Title III Extended Day After School Program
- P.S. 20Q Partnership with Queens College/Kupferberg Center for the Arts - Cultural After School Adventures (CASA) Grant
- P.S. 20Q Partnership with New York Cares and Kings Cross Church Computer Program for Parents
- P.S. 20Q Partnership with New York Cares Saturday Program in Math and ELA for Students in the Lowest Third
- Snackivities - P.S. 20Q Partnership with New York Cares Nutrition Program for Students with Disabilities (SWD)
- Studio in a School: Art and Healthy Living
- The Creation of ESL Concentrated Classes in Grades 1, 2, 5
- i-Ready
- Story Mosaics

- Arts Connection
- RTI Center
- RTI Weekly Panel Meetings
- SBST Weekly Team Meetings
- SITS Weekly Meetings
- Special Education 12-1-1 Bridge Class for First and Second Graders
- Expansion of the ICT Program (Creation of First Grade ICT Class)
- Flexible Schedules for Students with IEPs
- Special Education Departmental Monthly Meetings
- Participation in Professional Development for ESL Teachers provided by Shirley Rouse-Bey/Network Support Specialist/CFN 204
- Participation in Professional Development for ICT and RTI Teachers provided by Marsha Volini/Achievement Coach/CFN 204

## 2. **Key personnel and other resources used to implement each strategy/activity**

- **P.S. 20Q Title III Extended Day After School Program**  
(7 ESL Teachers, 6 Classroom Teachers, 135 students [ELL, SWD])
- **P.S. 20Q Partnership with Queens College/Kupferberg Center for the Arts - Cultural After School Adventures (CASA) Grant**  
(CASA Music Instructor, Melanie Reilly/Teacher, 21 students [General Education, ELL, SWD])
- **P.S. 20Q Partnership with New York Cares and Kings Cross Church Computer Program for Parents**  
(New York Cares Teaching Volunteers, CPC Staff, 15 parents)
- **P.S. 20Q Partnership with New York Cares Saturday Program in Math and ELA for Students in the Lowest Third**  
(New York Cares Teaching Volunteers, CPC Staff, 30 students [General Education, ELL, SWD])
- **Snackivities - P.S. 20Q Partnership with New York Cares Nutrition Program for Students with Disabilities (SWD)**  
(New York Cares Volunteer, John Paul Gonzalez/Teacher/Trained Chef)
- **Studio in a School: Art and Healthy Living**  
(Corey Riese/Teacher, Allison Schneiderman/General Education Teacher, Jennifer Ferrante/Special Education Teacher, Jennifer Colon/ General Education Teacher, Ilyssa Steinberg/Lead Teacher, Randi Lagas/Lead Teacher, 100 students [General Education, ELL, SWD])
- **The Creation of ESL Concentrated Classes in Grades 1, 2, 5**  
(4 Newly Hired P.S. 20Q Teachers with Dual ESL and Common Branch Licenses)
- **i-Ready**  
(Leslie Trager/Computer Education Teacher, All Classroom Teachers)
- **Story Mosaics**  
(Teaching Artist from Flushing Council on Culture and the Arts (FCCA))
- **RTI Center**  
(Jean Carroll/SETSS Teacher, Karen Ritter/Teacher, Danna Beckerman/Teacher, Vicki Mavromihalis/Paraprofessional, Marlene DeMaria/Paraprofessional)
- **RTI Weekly Panel Meetings**  
(Cynthia DiBello/Assistant Principal, Jean Carroll/SETSS Teacher, Alain Beaudeau/School Psychologist, Bonnie Littman/Guidance Counselor, Eve Mangibin/Guidance Counselor, Helena Chan/Speech Therapist, Noa Goldman/Speech Therapist, Parents)
- **SBST Weekly Team Meetings**  
(Cynthia DiBello/Assistant Principal, Jean Carroll/SETSS Teacher, Alain Beaudeau/School Psychologist, Bonnie Littman/Guidance Counselor, Eve Mangibin/Guidance Counselor, Helena Chan/Speech Therapist, Noa Goldman/Speech Therapist, Lena Lu/Social Worker, Maharana Timathie/Occupational Therapist, Erika Fridman/Occupational Therapist)
- **SITS Weekly Meetings**  
(Cynthia DiBello/Assistant Principal, Jean Carroll/SETSS Teacher, Alain Beaudeau/School Psychologist, Bonnie Littman/Guidance Counselor, Eve Mangibin/Guidance Counselor, Helena Chan/Speech Therapist, Lena Lu/Social Worker, Maharana Timathie/Occupational Therapist)
- **Special Education 12-1-1 Bridge Class for First and Second Graders**  
(Penny Pinsdorf/Special Education Teacher, Jennifer Ferrante/Special Education Teacher, Jean Carroll, SETSS Teacher)
- **Expansion of the ICT Program (Creation of First Grade ICT Class)**  
(Karen Tedesco/Administrator of Special Education/CFN 204, Lindsey Scannell/Special Education Teacher, Diane Virgintino/Teacher)

- **Flexible Schedules for Students with IEPs**  
(Karen Tedesco/Administrator of Special Education/CFN 204, Cynthia DiBello/Assistant Principal, Jean Carroll/SETSS Teacher, Alain Beaudreau/School Psychologist, Bonnie Littman/Guidance Counselor, Eve Mangibin/Guidance Counselor, Helena Chan/Speech Therapist, Noa Goldman/Speech Therapist, Lena Lu/Social Worker, Maharana Timathie/Occupational Therapist, Erika Fridman/Occupational Therapist)
- **Special Education Departmental Monthly Meetings**  
(Victoria Hart/Principal, Cynthia DiBello/Assistant Principal, Jean Carroll/SETSS Teacher, Alain Beaudreau/School Psychologist, Bonnie Littman/Guidance Counselor, Eve Mangibin/Guidance Counselor, Helena Chan/Speech Therapist, Noa Goldman/Speech Therapist, Lena Lu/Social Worker, Maharana Timathie/Occupational Therapist, Erika Fridman/Occupational Therapist, Lindsey Scannell/Special Education Teacher, Penny Pinsdorf/Special Education Teacher, Jennifer Meyrowitz/Special Education Teacher, Maria Rozeas/Special Education Teacher, Karen Ritter/Special Education Teacher, Jennifer Larrea/Special Education Teacher, Danna Beckerman/Special Education Teacher, Jennifer Ferrante/Special Education Teacher, Randi Tatz/Special Education Teacher, Anupam Bhuniya/Physical Therapist, Mayra Olay/Family Worker)
- **Participation in Professional Development for ESL Teachers provided by Shirley Rouse-Bey/Network Support Specialist/CFN 204**  
(Shirley Rouse-Bey/Network Support Specialist/CFN 204, Patrick Foy/Assistant Principal, Mingzhu Hua/ESL Coordinator, Lisa Barton/ESL Teacher, Gail Sarnier/ESL Teacher, Jennifer Fitzgerald/ESL Teacher, Evelyn Conrad-Lorper/ESL Teacher, Nicholas Pei/ESL Teacher, Scott Freiberger/ESL Teacher, Alexa Lee/ESL Teacher, Stephanie Server/ESL Teacher, Mei Bo Hui/ESL Teacher, Judy Yung/ESL Teacher.)
- **Participation in Professional Development for ICT and RTI Teachers provided by Marsha Volini/Achievement Coach/CFN 204** (Marsha Volini/Achievement Coach/CFN 204, Cynthia DiBello/Assistant Principal, Lindsey Scannell/Special Education Teacher, Karen Ritter/Special Education Teacher, Danna Beckerman/Special Education Teacher, Jennifer Ferrante/Special Education Teacher, Maria Rozeas/Special Education Teacher, Diane Virginto/Teacher, Jennifer Moran/Teacher, Jill Maier/Teacher, Allison Schneiderman/Teacher, Lisette Cruz/Teacher), Jean Carroll/SETSS Teacher)

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

- **P.S. 20Q Partnership with Queens College/Kupferberg Center for the Arts - Cultural After School Adventures (CASA) Grant**  
(Students will make their own musical instruments, Culminating Musical Performance)
- **P.S. 20Q Partnership with New York Cares and Kings Cross Church Computer Program for Parents**  
(Parent Surveys to Assess Need as well as Progress Made)
- **P.S. 20Q Partnership with New York Cares Saturday Program in Math and ELA for Students in the Lowest Third**  
(Pre and Post Assessments, Rubrics, Graphic Organizers, Progress Reports, Student Surveys)
- **Snackivities - P.S. 20Q Partnership with New York Cares Nutrition Afterschool Program for Students with Disabilities (SWD)**  
(TBD)
- **Studio in a School: Art and Healthy Living**  
(Rubrics, Graphic Organizers, Progress Reports, Student Surveys, Culminating Activity)
- **The Creation of ESL Concentrated Classes in Grades 1, 2, 5**  
(ELL Goals, Pre and Post Assessments, Report Cards, Progress Reports, Rubrics, Parent Feedback, NYS ELA and Math Results (Grade 5), NYSESLAT Results)
- **i-Ready**  
(Noted Student Progress in Relation to Specified Areas of Need in Both ELA and Mathematics)
- **Story Mosaics**  
(Rubrics to Assess Reflective and Creative Writing, Student Participation in Discussions, Culminating Student Performance)
- **RTI Center**  
(Pre and Post Assessments, Teacher Sign-in Sheets to Track Use of Room and Materials, Attendance Records, Weekly Reading Records, LLI Reading Graphs, Lesson Records, Fountas & Pinnell Scores.)
- **RTI Weekly Panel Meetings**  
(Sign-in sheets, Agendas, Minutes, Student Progress )
- **The Creation of the Special Education 12-1-1 Bridge Class for First and Second Graders**  
(IEP Goals, Pre and Post Assessments, Report Cards, Progress Reports, Rubrics, Teacher Feedback, Parent Outreach, Fountas and Pinnell Reading Levels)
- **Expansion of the ICT Program (Creation of First Grade ICT Class)**  
(IEP Goals, Pre and Post Assessments, Report Cards, Progress Reports, Rubrics, Teacher Feedback, Parent Outreach, Fountas and Pinnell Reading Levels)
- **Special Education Departmental Monthly Meetings**  
(Cohesive IEPs, Sign-in sheets, Agenda, Minutes, PowerPoint Presentations, Handouts)

### 4. Timeline for implementation and completion including start and end dates

- **P.S. 20Q Partnership with Queens College/Kupferberg Center for the Arts - Cultural After School Adventures (CASA) Grant**  
(December 5, 2013 – March 20, 2014)
- **P.S. 20Q Partnership with New York Cares and Kings Cross Church Computer Program for Parents**  
(October 26, 2013 – November 23, 2013)
- **P.S. 20Q Partnership with New York Cares Saturday Program in Math and ELA for Students in the Lowest Third**  
(October 26, 2013 – April 2014)
- **Snacktivities - P.S. 20Q Partnership with New York Cares Nutrition Afterschool Program for Students with Disabilities (SWD)**  
(TBD)
- **Studio in a School: Art and Healthy Living**  
(November 2013 – January 2014)
- **The Creation of ESL Concentrated Classes in Grades 1, 2, 5**  
(September 2013 – June 2014)
- **i-Ready**  
(September 2013 – June 2014)
- **Story Mosaics**  
(Thirteen Weeks – Dates To Be Determined)
- **RTI Center**  
(September 2013 – June 2014)
- **RTI Weekly Panel Meetings**  
(December 2013 – June 2014)
- **The Creation of the Special Education 12-1-1 Bridge Class for First and Second Graders**  
(November 2013 – June 2014)
- **Expansion of the ICT Program (Creation of First Grade ICT Class)**  
(October 2013 – June 2014)
- **Special Education Departmental Monthly Meetings**  
(October 2013 – June 2014)

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

- **P.S. 20Q Partnership with Queens College/Kupferberg Center for the Arts - Cultural After School Adventures (CASA) Grant**  
(The Cultural After School Adventures programs (CASA) provide a wide array of high-quality cultural experiences to youth enrolled in these afterschool activities. Students will learn about music through percussion, rhythm, and sound effects and make their own musical instruments.)
- **P.S. 20Q Partnership with New York Cares and Kings Cross Church Computer Program for Parents**  
(Parents will learn and develop basic computer skills such as understanding and accessing P.S. 20Q educational website tools, creating email accounts, reading and writing emails, and web browsing. Parents can also learn how to help children with their homework online, see student's ELA and Math State test scores using the ARIS Parent Link, and school messages on E-CHALK.)
- **P.S. 20Q Partnership with New York Cares Saturday Program in Math and ELA for Students in the Lowest Third**  
(This program runs in three parts. Part 1 targeted 4<sup>th</sup> grade students who received 1's on both the New York State ELA and Math tests in Spring 2013 (as 3<sup>rd</sup> graders). Part 2 targets students in grades 2-5 based on recommendations from their classroom teachers and based on the results of their November 2013 report cards. Part 3 targets students in grades 3-5 who need additional support to meet the Common Core Standards. The program takes place on Saturdays from 9:30 a.m. – 12:30 p.m. at P.S. 20Q. Students receive instruction for one hour and a half in both Mathematics and English Language Arts.)
- **Snacktivities - P.S. 20Q Partnership with New York Cares Afterschool Nutrition Program for Students with Disabilities (SWD)**  
(TBD)
- **Studio in a School: Art and Healthy Living**  
(The six-week curriculum was developed by Teachers College, Columbia University and Studio in School. Instruction, food, and art supplies will be provided free of charge to four classrooms in grades 3-5. Students will gain observation skills, confidence-building, art, and self-expression skills, be more knowledgeable about good nutrition and more motivated to eat a healthier diet. Parents will enjoy a beautiful exhibit of the students' art work and attend a celebration to learn—from their children and a nutritionist—about the benefits of eating more fresh fruits and vegetables.)
- **The Creation of ESL Concentrated Classes in Grades 1, 2, 5**  
(For the 2013-2014 school year, four teachers with Dual ESL and Common Branch Licenses were hired. One in the first grade, two in the second grade, and one in the fifth grade. These self-contained ESL classes will reduce the amount of pull-out ESL services required and provide ELL students with more ESL

instructional support.)

- **i-Ready**  
(i-Ready offers an adaptive diagnostic, and both teacher-led and individualized online instruction for a complete blended learning solution. The computer program helps teachers plan and differentiate instruction to drive student success in reading and math for grades K–5.)
- **Story Mosaics**  
(Story Mosaics is a visual arts and ELA integration project for English Language Learners and Students with Disabilities. This project integrates visual arts into the curriculum, allowing ELLs and SWDs the opportunity to access subject areas visually and therefore improve language comprehension. The goal of the program is to raise academic achievement and promote artistic skill development specifically supporting the learning needs of students classified as ELL and SWD, or who struggle with language, communication and literacy in the classroom. Story Mosaics will introduce three literary elements: setting, character and theme in order to develop English Language skills through art making, including: art history, book making, mosaic, puppetry making and performance. In a traditional curriculum the characters, themes and key phrases would be discussed orally and written on the board. The Story Mosaics components take the discussion further by providing students opportunities for understanding the content and applying what they know into their own visual art work. Students continue this process and develop additional character, themes and phrases and create a Story Mosaic puppet show. Throughout the project, the student's work can be used as a prompt for reflective writing, creative writing and class sharing by students.)
- **RTI Center**  
(Classroom dedicated to RTI students and staff containing organized LLI supplies and materials, including books, worksheets, homework packets, manipulatives, intervention records, and lessons. Teachers are able to obtain materials for individual and small group student needs. The Center is also used for small group instruction.)
- **RTI Weekly Panel Meetings**  
(Collaboration across educators, specialists, and administrators that creates coherent and customized solutions to the academic challenges students may face.)
- **The Creation of the Special Education 12-1-1 Bridge Class for First and Second Graders**  
(This combined first and second grade special education class was restructured based on students' academic needs and parental choice.)
- **Building the ICT Program (Creation of First Grade ICT Class)**  
(This class was created based on the student's needs to meet the Common Core curriculum. Select students who needed to be in a less restrictive environment were combined with general education students to form an ICT class in order to meet their academic and social needs. Students who required a more restrictive environment were given additional special education support services throughout the school day.)
- **Special Education Departmental Monthly Meetings**  
(These monthly meetings are designed for the Special Education staff to discuss student needs and to ensure that expectations are clear, consistent, cohesive, and continuous throughout all the grades. Topics discussed include Test Accommodations, writing IEPs, turn-key of workshops, and promotional criteria, all leading to improved student outcomes.)

### **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).

- **NYSESLAT Night for Parents**  
(All parents or guardians of English Language Learners are invited to an informational workshop regarding the New York State English as a Second Language Achievement Test. The ESL Department explains the purpose and structure of the four-part test, as well as tips and strategies to help students perform to the best of their ability.)
- **Pathway To Success**  
(All parents or guardians of students in grades 3, 4, 5 are invited with their child for an evening of information filled with activities and strategies to help students meet the Common Core Learning Standards.)
- **School Leadership Team**  
(Parents on the School Leadership Team participate in a data analysis of the Progress Report, and assist in developing programs that target the needs of the students in the Achievement Gap. Parents are informed of the various programs available to all students and how these programs assist in closing the Achievement Gap. SLT members are also on sub-committees to plan and discuss ways to improve the school, such as improving the school library, distribution of excess learning materials to families, etc.)
- **Adult ESL Program**  
(Parents are invited to participate in adult ESL classes held three times a week in the P.S. 20Q Family Center.)
- **Parent Involvement Meetings**  
(Led by Monique Lizcano/Parent Coordinator, these monthly meetings keep parents informed on school programs, afterschool activities, tutoring services,

- community events, school community events, and social services.)
- **Special Education Workshop**  
(This monthly workshop is open to any parent or guardians interested in learning more about Special Education and its services.)
- **RTI Breakfasts – “Together We Can”**  
(All parents or guardians of students receiving RTI services are invited to attend a breakfast explaining the program, attendance, and homework policies.)

**Budget and Resource Alignment**

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

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

**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.

- 1. Strategies/activities that encompass the needs of identified subgroups**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 4. Timeline for implementation and completion including start and end dates**  
1.
- 5. 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.

<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Fundations (phonics instruction)	Small Group / K-2 SETSS	During Day / Extended Day
	Wilson (phonics instruction)	Small Group / 3-5 SETSS	During Day / Extended Day
	Guided Reading	Small Group/ 1:1 / Lit. Para	Ext. and Regular Day
	Recipe for Reading (phonics tactile)	Small Group / K-3 SETSS	During Day
	Quick Reads (fluency)	Small Group 3-5	Extended Day
	Strategy/Skill Bags (targeted skills)	Small Group 2-5	Extended Day
	Focus Books (targeted skills)	Small Group 2-5	Extended Day
	Skill Games (targeted skills)	Small Group 1-5	Extended Day
	Instruction By Inquiry	Small Group /1:1	Extended Day
	Leveled Classroom Libraries	Pre-K - 5 classrooms	Ext. and Regular Day
	Bilingual Pre-Teaching	Kindergarten	School Day
	Extended Day	Small Group / 1:1	Extended Day
	Reduced Class Size	First Grade	School Day
	Safari Montage (visual ESL)	Small Group / 1:1	Extended Day
	Imagine Learning (visual ESL)	Small Group / 1:1	Extended Day
	Educationcity	Online/SMARTboards	Classroom/Home

	RTI : Leveled Literacy Intervention	Small Group (Tier II)	Extended Day
	RTI : Wright Group Early Reading Intervention Program	(Tier III) one on one	Extended Day / Student Recess
	Houghlin, Miflin, Reading Intervention for Early Success MacMillian McGraw Hill Treasures / Treasure Chest	Small Group	Extended Day
	Understanding Complex Text	Small Group grades 3, 4, 5	Classroom
	Booksource Classroom Libraries		Classroom
	Reading Success	Grades 3, 4, 5	Home
	Ready Curriculum Associates	Small groups grades 3, 4, 5	Classroom
	Common Core State Standards Write-in Literacy Handbook	Small group	Home / Classroom
	Expeditionary Learning	Small Group	Ext. and Regular Day
	ReadyGen	Small Group	Ext. and Regular Day

	<p>ReadyGen Phonics</p> <p>Scaffold Strategies Handbook</p> <p>iReady</p>	<p>Small Group</p> <p>Small Group/ 1:1</p>	<p>Ext. and Regular Day</p> <p>Ext. and Regular Day</p> <p>Ext. and Regular Day</p>
<p><b>Mathematics</b></p>	<p>SRA Math Laboratory</p> <p>Differentiation Handbook (targeted skills)</p> <p>Small Group Instruction</p> <p>Everyday Math Games (targeted skills)</p> <p>Extended Day (targeted skills /remediation)</p> <p>Bilingual Pre-Teaching (targeted skills for ESL students)</p> <p>Safari Montage (visuals to aid whole class/small group//targeted skill instruction)</p> <p>Educationcity</p>	<p>Small Group / 1:1 /grades 2-3</p> <p>Pre-K -5 Classes/ Small Group/ 1:1</p> <p>Pre-K 5 classes</p> <p>Pre-K classes/ Small Group</p> <p>Grades 1-5/ Small Group/ 1:1</p> <p>2 Kindergarten classes/ Small Group</p> <p>Pre-K - 5 classes / ESL instruction</p>	<p>Ext. and Regular Day</p> <p>Ext. and Regular Day</p> <p>Ext. and Regular Day</p> <p>Ext. and Regular Day</p> <p>Extended Day</p> <p>Regular School Day</p> <p>Ext. and Regular Day</p>

	Do the Math	Online/SMARTboard/Computer	Classroom/Home
		Small Group	During Day
	Mastering the Standards		
		Small Group	During Day
	Common Core Practice and Re-teaching		
		Small Group	During Day
	MBA Math Hoops Program		
		Small groups 5th grade	Classroom
	Common Core Clinic		
		Individual	Home
	Ready		
		Small groups grades 3, 4, 5	Classroom
	Common Core Coach		
	Individual / small groups grades 3, 4, 5		
Soar to Success		Classroom	
	Small Group grades 3, 4 and 5		
Grab and Go Differentiated Centers		Classroom	
	Small Group		
Go Math Curriculum		Classroom	
	Small Group		
Go Math Games		Classroom	
	Small Group	Classroom	
<b>Science</b>	Primary Source Kits	Grades 3-4/Small Group	Ext. and Regular Day

	(document based assessments)		
	National Geographic (informational -ESL instruction)	Grades 2-5/ Small Group	Ext. and Regular Day
	I - Openers (informational texts)	Grades K-5/ Small Group/ 1:1	Ext. and Regular Day
	Modified Texts (informational tests for ESL students)	GradesK-5 /Small group /1:1	Ext. and Regular Day
	Safari Montage (visuals to aid whole class/small group/ targeted ski;; instruction)	Pre-K-5 classes/ ESL instruction	Ext. and Regular Day
	Comprehension. Strategy Kits (differentiation / targeted skills)	Grades 2-5/ Small Group	Ext. and Regular Day
	www.eduplace.com (maps, activities, parent letters)	Grades K-5	Ext. and Regular Day
	Content Classroom Libraries	Grades K – 5	Classroom
	Study Island	Grades 3, 4 and 5	Ext. and Regular Day
	Translated Glossaries – Spanish and Chinese	Grades 3, 4 and 5	Ext. and Regular Day

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

	Occupation / Physical Therapists/SETSS Teachers		
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**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 *TAS 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>➤ Mentoring Program</li> <li>➤ Individualized Professional Development Plan for all teachers</li> <li>➤ Consultants in Math and ELA</li> <li>➤ Cycles of teacher observations / Feedback Sessions</li> <li>➤ Instructional Leads / Liaisons attend Professional Development</li> <li>➤ Classroom Inter-visitation</li> <li>➤ Common Planning periods with staff developers</li> <li>➤ In-house professional development during grade and faculty conferences</li> <li>➤ Collaboration with H.R. liaison of CFN204</li> <li>➤ Utilization of DOE Teacher Finder Tool</li> <li>➤ Interviewing and observing ATRs and substitute teachers for future vacancies / positions</li> <li>➤ Supporting Paraprofessionals in becoming licensed teachers</li> </ul>

**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).
All staff participates in ongoing professional development throughout the school year. During the 2013-2014 school year, full day professional development days will take place in September, October, November, February and June. An SBO was passed to add two additional PD days to the school calendar. All sessions will focus on the alignment of curriculum to the Common Core Learning Standards and the Danielson Framework for Teaching. All staff members will engage in data dives throughout the school year to identify trends and develop plans to address the individual and school-wide needs of our students.

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Tax Levy have been scheduled for:

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

Title I funding has been scheduled to support:

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

Title III

See Title III Plan

### **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.).

Kindergarten Orientation for Pre-Kindergarten parents  
 Pre-Kindergarten parents receive information packets on how to assist their child in the transition to Kindergarten  
 Pre-K teachers plan lessons in accordance with the Pre-K Common Core Learning Standards  
 Parent Coordinator conducts parent involvement workshops  
 Pre-K teachers attend city-wide professional development

#### **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.

Teachers make grade-level decisions on formative and summative assessments for each unit of study implemented. The School Leadership Team takes an active role in making decisions regarding school-wide assessments. Teachers attend data sessions to further their understanding of how to identify and address student needs. Teacher team meetings focus on the data that is discovered through looking at students work and teachers collaborate on what strategies to implement and approaches to take in addressing the identified needs.

### **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).



### *P. S. 20 Parent Involvement Policy*

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

Parent membership, representation, and participation are found in fifteen areas; facilitated by our Parent Coordinator and other school staff.

- VI. School Leadership Team
- VII. Family Involvement Breakfasts and Workshops
- VIII. Adult English as a Second Language Classes
- IX. P. T. A. Membership Meetings and Activities
- X. Learning Leaders /New York Cares Volunteer Programs
- XI. Classroom Parent Orientations and Activities
- XII. Parents as Test Partners Events (English Language Arts, Mathematics, New York State English as a Second Language Achievement Test)
- XIII. Native Language Translation through the Department of Education and Community Based Organizations
- XIV. School Messenger System
- XV. Parent Resource Fair
- XVI. Division of Family and Community Engagement
- XVII. ARIS Parent Link
- XVIII. eChalk ([ps20q.org](http://ps20q.org)) teacher emails, class pages, parent email alerts
- XIX. P.S. 20, Q School Agendas
- XX. Cool Culture

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

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

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

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

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

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

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

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

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

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

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

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

**VIII - Native Language Translation through the Department of Education and Community Based Organization** - P.S. 20 takes great strides towards addressing our schools' written translation and oral interpretation needs by sending out all correspondence in a language parents can comprehend. Each class is surveyed for a language breakdown at the beginning of the school year to determine native languages spoken at home. The data is collected through the Parent's Preferred Language Form found on the Translations & Interpretation page on the DOE website. Written translation of all school originated parental notices are provided seven to ten days in advance. Oral translations are provided by our 5 after-school programs, parent volunteers, school staff, learning leaders, Community Based Organizations and the Translation and Interpretation Unit hotline.

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

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

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

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

**XIII - eChalk (ps20q.org)** - Our school website is used as a communication tool. The entire school community; parents/guardians, students, teachers, and staff have access to current announcements, the school calendar, community events, and important resources. Parents can register for email updates regarding their child's class page and provides parents/guardians with the ability to be in communication with teachers and staff via email.

**XIV - Cool Culture** – is a program that our school teams up with to provide parents/guardians with family free admission to almost 90 museums, cultural institutions, and zoos in New York City. This enables our parents/guardians the ability to explore different cultures and experience family friendly events and live performances throughout the city for free.

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

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

**P.S. 20 John Bowne Elementary**  
142-30 Barclay Avenue  
Flushing, N.Y. 11355  
TEL: 718-359-0321 FAX: 718-358-0762  
School Website: www.ps20q.org



**Victoria Hart, Principal**  
Cynthia DiBello, Assistant Principal  
Janice Eagen, Assistant Principal  
Patrick Foy, Assistant Principal

**P.S. 20 SCHOOL-PARENT COMPACT**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to the deadline of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- eChalk → website, current announcements, ability to be in communication with teachers and staff. Email alerts → class page updates for parents

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Rights and Responsibilities:**

*Parents/Guardians have the right to:*

- a free public school education for their child, from kindergarten until age 21, or receipt of a high school diploma, whichever comes first, as provided by law;
- an evaluation for their child with a disability and, if found to be in need of special education, receive a free, appropriate education from age 3 through age 21, in accordance with applicable laws and regulations;
- bilingual education or English as a Second Language services, for their child with limited English proficiency, as required by law and regulations;

- have their child receive his or her full instructional schedule in accordance with the Department of Education school year calendar;
- have their child learn in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry;
- have their child receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status, and political beliefs;
- have a child accorded all the rights set forth in the Bill of Student Rights and Responsibilities found within the New York City Department of Education's Citywide Standards of Intervention and Discipline Measures. [www.nyc.gov/schools/RulesPoliciesChancellorsRegulations](http://www.nyc.gov/schools/RulesPoliciesChancellorsRegulations)

*All parents/guardians are responsible for:*

- sending their child to school ready to learn.
- ensuring that their child attends school regularly and arrives on time.
- being aware of their child's work, progress, and problems by reading school notices, talking to their child about school, reviewing their child's work and progress reports, and meeting with school staff.
- maintaining verbal and/or written contact with their child's teachers and principal about the progress of their child's education.
- adhering to all school policies and applicable Chancellor's Regulations that pertain to their children's education.
- responding in a timely manner to communications from their child's school.
- attending all meetings and conferences requested by the school that pertain to their child.
- entering the school building in a respectful manner, refraining from disruptive behavior and treating all members of the school community with courtesy and respect.
- ensuring that the school is updated with accurate contact information (e.g., home address, telephone number)

*Parents/Guardians should also:*

- provide a supportive home setting where education is a priority.
- reinforce the importance of acquiring the knowledge, skills and values needed to function effectively in society.
- volunteer time, skills, or resources in the school.
- take part in school and community programs that empower parents to participate in educational decision-making.
- become active members of the school's Parent Association or Parent-Teacher Association.
- become active members of the Title I parent committee, where applicable.
- question their child about school work, attendance, and behavior and discuss what is expected by the school.
- teach their child to respect the property, safety, and rights of others and the importance of refraining from intimidating, harassing or discriminatory behavior.

### **III. Student Responsibilities:**

- attend school regularly and punctually and make every effort to achieve in all areas of their education;
- be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
- follow school regulations regarding entering and leaving the classroom and school building;
- help maintain a school environment free of weapons, illegal drugs, controlled substances, and alcohol;

- behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
  - share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
  - respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
  - show respect for school property and respect the property of others, both private and public;
  - be polite, courteous, and respectful toward others regardless of age, race, creed, color, gender, gender identity, gender expression, religion, national origin, sexual orientation, physical and/or emotional condition, disability, marital status, and political beliefs, and refrain from making slurs based on these criteria;
  - behave in a polite, cooperative manner toward students, teachers, and other school staff;
- 
- promote good human relations and build bridges of understanding among the members of the school community;
  - use non-confrontational methods to resolve conflicts;
  - participate and vote in student government elections;
  - provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
  - work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
  - observe ethical codes of responsible journalism;
  - refrain from obscene and defamatory communication in speech, writing, and other modes of expression in their interactions with the school community;
  - express themselves in a manner which promotes cooperation and does not interfere with the educational process;
  - assemble in a peaceful manner and respect the decision of students who do not wish to participate;
  - bring to school only those personal possessions which are safe and do not interfere with the learning environment;
  - adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories, and shops;
  - be familiar with the school discipline code and abide by school rules and regulations;
  - provide leadership to encourage fellow students to follow established school policies and practices;
  - keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

2. .

**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 <b>25</b>	Borough <b>Queens</b>	School Number <b>020</b>
School Name <b>John Bowne Elementary School</b>		

### 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 <b>Victoria Hart</b>	Assistant Principal <b>C. DiBello, J. Eagen, P. Foy</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>L. Barton - ESL Coordinator</b>	Guidance Counselor <b>B. Littman, E. Mangibin</b>
Teacher/Subject Area <b>M.Hua-Chinese Bil./Coordinator</b>	Parent <b>Mr. Li</b>
Teacher/Subject Area <b>N. Pei/ESL Teacher</b>	Parent Coordinator <b>M. Lizcano</b>
Related Service Provider <b>J. Carroll</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>11</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>4</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1437</b>	Total number of ELLs	<b>524</b>	ELLs as share of total student population (%)	<b>36.46%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese (Mandarin)
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	2													2
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained		1	2			1								4
Push-In	3	2	2	3	2	1								13
<b>Total</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>19</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	525	Newcomers (ELLs receiving service 0-3 years)	461	ELL Students with Disabilities	34
SIFE	0	ELLs receiving service 4-6 years	63	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	44									44
Dual Language										0
ESL	417		23	63		10	1		1	481
Total	461	0	23	63	0	10	1	0	1	525

Number of ELLs who have an alternate placement paraprofessional:

### 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
Chinese	44													44
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>44</b>	<b>0</b>	<b>44</b>											

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	8	13	8	4	6								<b>51</b>
Chinese	50	111	97	46	56	41								<b>401</b>
Russian	0	0	0	0	0	0								<b>0</b>
Bengali	0	1	1	2	1	1								<b>6</b>
Urdu	2	3	1	1	0	1								<b>8</b>
Arabic	0	0	0	0	0	0								<b>0</b>
Haitian	0	0	0	0	0	0								<b>0</b>
French	0	0	0	0	0	0								<b>0</b>
Korean	1	0	0	0	0	0								<b>1</b>
Punjabi	0	1	0	0	1	3								<b>5</b>
Polish	0	0	0	0	0	0								<b>0</b>
Albanian	0	0	0	0	0	0								<b>0</b>
Other	0	4	1	1	1	2								<b>9</b>
<b>TOTAL</b>	<b>65</b>	<b>128</b>	<b>113</b>	<b>58</b>	<b>63</b>	<b>54</b>	<b>0</b>	<b>481</b>						

## 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)	79	26	19	8	17	12								<b>161</b>

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	50	40	9	14	10								128
Advanced (A)	25	52	54	41	32	32								236
Total	109	128	113	58	63	54	0	0	0	0	0	0	0	525

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	36	28	13	0	77
4	35	31	9	1	76
5	30	13	0	1	44
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	7	7	32	6	23	5	5	1	86
4	7	2	23	4	23	5	0	0	64
5	8	2	18	1	5	4	2	4	44
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	1	2	1	19	5	14	7	50
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 tools currently used are Fountas & Pinnell, Pearson Periodic Assessments, Pearson Periodic Assessment for ELL's, ReadyGEN, Expeditionary Learning, Measures of Student Learning NYC Benchmark and NYSESLAT. The insights the data provides is valuable evidence of our students performance. This data helps to drive teacher instruction focused on the effectiveness of grouping for differentiated instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The patterns revealed across proficiency levels and grades on the LAB-R and NYSESLAT are deficiencies in writing skills and language acquisition.
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 [AMAO tool](#))  
The data provided has driven PS 20 to make a school wide effort to focus on closing this gap. We have expanded writing skills to every subject, including art, music and gym. Our focus for this year is on how to make the improvements needed in writing for our diverse population. We are also focusing on academic vocabulary both in speaking and in writing which will allow our English Language Learners access to more complex texts, and engage in rigorous learning objectives closely aligned to the Common Core Learning Standards.
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?
    - (a) Fountas & Pinnell running records show patterns across proficiencies that result in 3-4 months for a student to increase two levels. The more difficult the level, the longer it takes to reach a proficiency in comprehension, conversation and writing. The MOSL NYC Benchmark Assessment and Periodic Assessment for ELL's was just administered, so we do not have these results at this time. Once the results are received we will conduct a data dive and analyze results to guide future instruction.
    - (b) NYSESLAT 2013 patterns across proficiency and grade levels show our results remained about the same as the previous year, even though it was an entirely new exam.
    - (c) Our newcomer ELL's fare better in tests in their native languages. As proficiency in the English language increases, the need to take a test in the native language decreases. In our bilingual classes we are following the sliding scale recommended for use of native language and English language instruction starting from September through June.
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](#).)  
PS20 formulates its RtI groups primarily by assessing the data from the spring exams, as well as collaborate with classroom teachers and service providers to receive input on students who are struggling learners and need more intensive instruction. PS 20 instituted a strong RtI program that targets ELL's with a strong focus on academic vocabulary and reading comprehension using the Leveled Literacy Intervention Program. Our core curriculum materials this year Ready Gen, Expeditionary Learning and Go Math, also has built-in RtI on the spot interventions for each lesson.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our data drives our instruction. All the data that we have on our students is about the acquisition of their second language. Appropriate scaffolds are included in every lesson to allow ELL's access to the same learning as our general education students. Assessments both formal and informal help to make instructional decisions in all content areas.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
On the Spring 2013 NYSESLAT we obtained 67 points for our students that took the test and advanced at least one proficiency

level. On the 2012 Spring NYSESLAT we obtained 71 points. Even though the tests were not the same, and the new test appears to be more challenging, our students were still able to achieve similar results. We analyze the overall results and make decisions for our program. We analyze the specific results of the different modalities and make decisions for differentiation and Title III programing. This approach helped us achieve AYP.

## 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](#).)

At the time of registration, one of our ESL or Bilingual teachers, Coordinators, Bilingual Paraprofessionals or the Parent Coordinator are present to assist the school secretary in the process of registration. The parents or guardians are guided through the process of filling out a HLIS form indicating the language spoken in the home. An informal interview is conducted in English and the native language to determine eligibility for LAB-R testing. A video is shown in the appropriate native language and a Parent Survey and Program Selection form is also filled out indicating the parents selection of services, if needed. After the initial informal screening and the appropriate paper work is filled out, it is determined that the student is eligible or not eligible for testing. The LAB-R is administered by a licensed ESL or Bilingual Pedagogue, within the first 10 days after registration to ensure proper placement into a Bilingual or ESL Program. In the event a Spanish speaking student does not pass the LAB-R, the Spanish LAB will be administered to determine language dominance. Entitlement Letters in the native language are sent home to the parents, advising the parents of their child's entitlement or non-entitlement to a Bilingual or ESL Program. Towards the end of the school year, we determine the students to be tested by checking the RLER, RLAT, RLAB, RESH, RMSR and the RNMR on ATS. The NYSESLAT is then administered to determine the continuation of services, or in the event the student attains a proficiency level, the student is now ready to exit the program. At PS 20 we follow strict testing procedures outlined by the State Education Dept., making sure that the entire NYSESLAT is given in four separate sessions, beginning with the administration of the Speaking test and is then followed by the Listening, Reading and ending with the Writing subtest. Our entire school goes into testing mode, which ensures that the students are given an optimal chance for success.

2. 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.  
An ESL or Bilingual Pedagogue, as well as the Family Coordinator are present during the registration process to ensure that the HLIS, Parent Brochures, Parent Survey, and Program Selection forms are given to the parents in their native language. At this time the Chancellor's DVD on program options is viewed by the parents in their native languages. Translators are available to answer any questions concerning the video and program options. In addition, we hold a Parent Orientation Meeting in September for our newly enrolled students to ensure that our parents have a clear understanding of the programs available at PS 20. At the Parent Orientation, the ESL Staff describes in detail the ESL/Push-In Model for our ESL Concentration classes, the pull-out program for our beginner ELL's, Chinese Bilingual Kindergarten Classes and Chinese Bilingual Pull- Out for grades 3-5. We also explain that we currently do not have a Dual Language Program, but when the need arises, we will address it. We also discuss our ESL self-contained concentration classes that are taught by a dual license ESL/Common Branch pedagogue. At this time we also introduce the other programs in our school, such as our Extended Day and our Title III programs.
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 are sent home in all the native languages appropriate for our population. Copies are made and kept in a file with a checklist to ensure that every student has received one. The Parent Survey and Program Selection form is given in the

appropriate languages at the time of registration to ensure that it is filled out correctly. The Parent Survey and Program Selection form never leaves our hands. At the time of registration it is filled out with the assistance of an ESL, or Bilingual Pedagogue, or Bilingual Paraprofessional to ensure we answer any questions the parents may have. At this time, copies are made and kept on file, while the originals are placed in the Cumulative Record Folder. The ESL Coordinator then enters the information into ATS/ELPC, only for the entitled students.

4. 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.

The criteria and procedures used to place identified ELL students in a Bilingual or ESL Instructional Program are the informal interview process, HLIS Parent Survey, and Program Selection forms. This process is conducted at the time of registration to give the parents the opportunity to watch the Chancellor's DVD on the programs offered by the Dept. of Education. During this process we have an ESL or Bilingual teacher available to answer any questions the parents might have about the programs available in our school. We also have paraprofessionals available to translate in many other languages, if needed. The students are then placed in the program selected by their parents. At this time, Entitlement Letters are sent home in the students' native languages. For those students who did not score out on the NYSESLAT, continued Entitlement Letters are sent home in their native languages. For the students who did reach a Proficient Level on the NYSESLAT, a Non-Entitlement Letter is sent home in the native language.

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.

Upon arrival of the NYSESLAT materials to the school, the ESL coordinators check all boxes and ensure all needed materials are present and then accounted for. Then the materials are securely stored until the testing window opens. All ESL pedagogues first review and then are trained in the directions and administration of the NYSESLAT.

The Speaking section of the test is administered in a one-on-one setting according to the directions for administration. The ESL department divides the entire ELL population eligible for the NYSESLAT and does not administer the speaking modality to their own students. The administering teacher is responsible for filling out the Speaking Recording Sheets and transferring that information onto the child's answer document. The Speaking Recording Sheets are kept on file in the school for more than a year.

The modalities of Listening, Reading and Writing are administered according to their specific testing time frames. These modalities are administered in group settings according to their specific instructions. All accommodations and testing modifications are made for children with IEP's. After all modalities of the test are administered, the answer documents are reviewed for proper bubbling and student information. The answer documents are then personally delivered to the district office.

The writing portion of the test is scored in our school. The entire ESL team is turn-key trained by the ESL instructors that attended the District Scorer Training. The writing rubrics are discussed and reviewed and the practice case sets are completed. Each student's writing paper is reviewed and scored by more than one ESL teacher. ESL teachers do not score their own students' papers. Different sections of the writing booklet are scored by different ESL teachers. Scores are then recorded on the answer documents.

The answer documents are then reviewed for proper bubbling and student information, and then personally delivered to the district office. The rest of the NYSESLAT materials are accounted for, packed, and sent according to the included packing and mailing instructions.

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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parental choice is still predominately ESL. However, there has been a growing number of parents requesting Chinese Bilingual in the kindergarten grade. To better address the requests of our parents and the needs of our students, we continue to have two Chinese Bilingual classes in kindergarten. Our enrollment in these classes this year is 44 students to date. We also have a Chinese Bilingual Pull-Out Program for grades 3-5. In Part II: ELL Demographics, Section C, the data shows that we currently service 445 Chinese students. The numbers are broken down by grade in this section. The Chinese Pull-Out program addresses the needs of the newly arrived Chinese speakers in grades 3-5. In grades 1 and 2, the majority of those students were enrolled since Kindergarten and have acquired enough English to be serviced by an ESL Push-In or Pull Out Program. To address all of our students and increased bilingual requests this year, we have created four Self-Contained ESL classes with pedagogues that hold a ESL/Common Branch license. Three of the four classes are taught by a teacher that is fluent in Chinese.

The program models offered at P.S.20 are aligned with parental requests to the best of our abilities. Their requests for Chinese Bilingual classes in kindergarten was the driving force in continuing to have our two Chinese Bilingual classes in kindergarten. As

the demand increases, so will the formation of new classes to address the needs. At the present time, we have ESL Concentration classes on each grade, grouped by ability to accommodate the Push-In Co-Teaching ESL Model, as well as Pull-Out services for our beginner ELL's. These programs have been designed to better service ELL's, as per parental requests. This year to help build alignment with our parental requests and our growing Chinese population ELL needs, we created four self-contained ESL classes; one in grade 1, two in grade 2 and one in grade 5.

## **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])?
    - (a) The organizational models at P.S. 20 are the Push-In (Co-Teaching) model for our advanced and intermediate concentrated classes. These classes were formulated to facilitate the Push-In (Co-Teaching) model. The Pull-Out Program address the needs of our beginner ELL's, and the Self Contained Bilingual classes address the needs indicated by the Parent Survey and Program Selection forms. The Self Contained ESL classes address the needs of large amounts of intermediate or advanced students on a specific grade as well as address parental requests. Our Chinese Bilingual Pre-Teaching Pull-Out Model is used to serve English Language Learners and provide transitional services into an ESL class. In the pre-teaching model, the teacher cues or pre-teaches basic concepts and key vocabulary in content areas to assist target children in maximizing the learning experience in the regular academic instructional program. Bilingual pre-teachers may also provide ESL services to students when appropriate. Collaboration between ESL teachers, regular classroom teachers, and bilingual pre-teachers is essential to support meaningful instruction in the Common Core Standards for English Language Learners.
    - (b) The program models are homogeneously grouped in our ESL Concentration and ESL Self-Contained Classes. On almost every grade you will find an Advanced and Intermediate ESL Concentration class. This will enable the ESL Pedagogue to Push-In and Co-Teach helping to scaffold and align lessons to the Common Core using ESL strategies. The ESL Self Contained classes on grades 1,2, and 5 are homogeneously grouped, Advanced or Intermediate. The dual license ESL/Common Branch teacher allows for multiple entry points by using various ESL teaching strategies for the entire grade curriculum to support her ELL students. Our beginners are heterogeneously grouped to enable the ESL Pedagogue to Pull-Out those students to better address their individual needs. Our Bilingual Classes are homogeneously grouped, since they are mostly all beginners and first time entrants into the DOE School System. Our Chinese Bilingual classes are homogeneously grouped by ability level in order to provide individualized instruction, which will better serve their language needs.
2. 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)?
 

The organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels in each of our program models. Our students are grouped homogeneously to ensure that the mandated number of units are met. In our Push-In model, the advanced group is serviced four periods a week (180 minutes). An Intermediate group is serviced seven to eight periods a week equal to 360 minutes. The classes that are serviced seven periods are still receiving 362 minutes. Since they are double periods (except for one), they account for a longer period of time. All our Beginner ELL's are Pulled Out to better serve their needs and receive the mandated 360 minutes a week. All of our students receive 180 minutes of ELA instruction provided by their Common Branch Teacher. The NLA schedule is designed to meet the mandated number of units per day. In the beginning stages of English language development, 60% of instructional time will take place in the student's native language, and 40% in English. As the student develops fluency in English, instructional time in English increases.
3. 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.
 

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

making the content of the lessons more accessible to the ELL students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Our ELL's in Bilingual Classes were informally assessed to determine their strengths in their native language, since a Chinese LAB is not provided. As our goal is to transition them to become proficient in English, our assessments are predominantly administered in English, with the teachers guidance in the Native Language. The Bilingual teachers assess the students using Fountas & Pinnell, running records, end-of-unit assessments in Math, Task Performance in Reading and Math following CCLS, individual conferencing, small group instruction, and guided reading groups. Our Hispanic students were given the Spanish LAB to determine their language dominance. This year the student assessments included the Measures of Student Learning NYC Benchmark assessment, Pearson Periodic Assessments and Pearson Periodic Assessments for ELL's.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our ELL's are expected to engage in the same learning and curriculum as their general education peers. The program ReadyGEN is being used in grades K-2 and Expeditionary Learning is being used in grades 3-5. Both these programs have built in formative and summative assessments. The learning tasks in these series require students to speak, listen, read, and write at different points of each lesson. The ESL specialist conferences with each of their students individually, making note of their progress and next steps with ESL strategies in order to meet the needs of each modality on the NYSESLAT, as well as the Common Core Learning Standards.
  
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).

(a) We currently do not have SIFE students.

(b) We are currently servicing 461 newcomers using a Pull-Out or Push-In (Co-Teaching) model. These students are grouped specifically to address language acquisition in listening, speaking, reading and writing. Our ESL Specialists work collaboratively with the classroom teacher to address the need of the class as a whole and focus' in on specific individual needs as well. Theater Arts Clusters push in to the class, instruction is focused on language and expression. Some students also work with a Literacy Paraprofessional, Learning Leaders and Student Teachers, in a small group setting or one to one. Our teachers attend Staff Development Workshops focused on teaching our ELL's higher academic language. These strategies are designed to improve reading and writing. Brain-Pop for ESL is another program currently used. It provides the students with phonemic awareness and reading skills. The use of the Smart Board has also been an invaluable tool for our ELL's.

(c) We are servicing 63 ELL's who have been here 4 to 6 years. These students receive services via a Push-In (Co-Teaching) model, within our ESL concentration classes. Our ESL Specialist pushes into the classroom for 4 periods a week with our Advanced ELL's and 7-8 periods a week with our Intermediate ELL's, using ESL methodology to address the specific needs of the students, while aligning instruction to the Common Core learning Standards and working collaboratively with the Co-Teacher. Theater Arts Clusters push into the class instructing the students in language and expression. Students also work with a Literacy Paraprofessional, Learning Leaders, and Student Teachers in a small group setting or one to one. As mentioned before, our teachers attend Staff Development Workshops and use the Smart Board to enhance their lessons. Many of these students are encouraged to take part in our Title III program to reinforce their comprehension and writing skills. The program is designed to better prepare them for the ELA and NYSESLAT exams.

(d) We currently have 1 long term ELL. The child is in an ICT class and is in a pull-out model for ESL instruction. The ESL specialist works in a small group to enhance this students specific language needs. ESL scaffolds are created to help the child comprehend the context- embedded vocabulary as well as complete well written compositions that meet the demand of the Common Core Learning Standard for 5th Grade as well as the ESL Standards.

(e) The plan for our former ELL's is their inclusion in our Advanced ESL Concentration classes. This allows them to continue with ELL support and strategies. They are also given extended time on state exams.
  
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?  
ESL specialists work closely with classroom teachers to provide ESL strategies and scaffolds to make Expeditionary Learning and ReadyGen more accessible for ELL students.

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

These students have also been integrated into the RtI program that utilizes the Fountas and Pinnell Leveled Literacy Intervention Program. This program teaches them a wide range of literary strategies to increase their reading benchmark level.

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?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

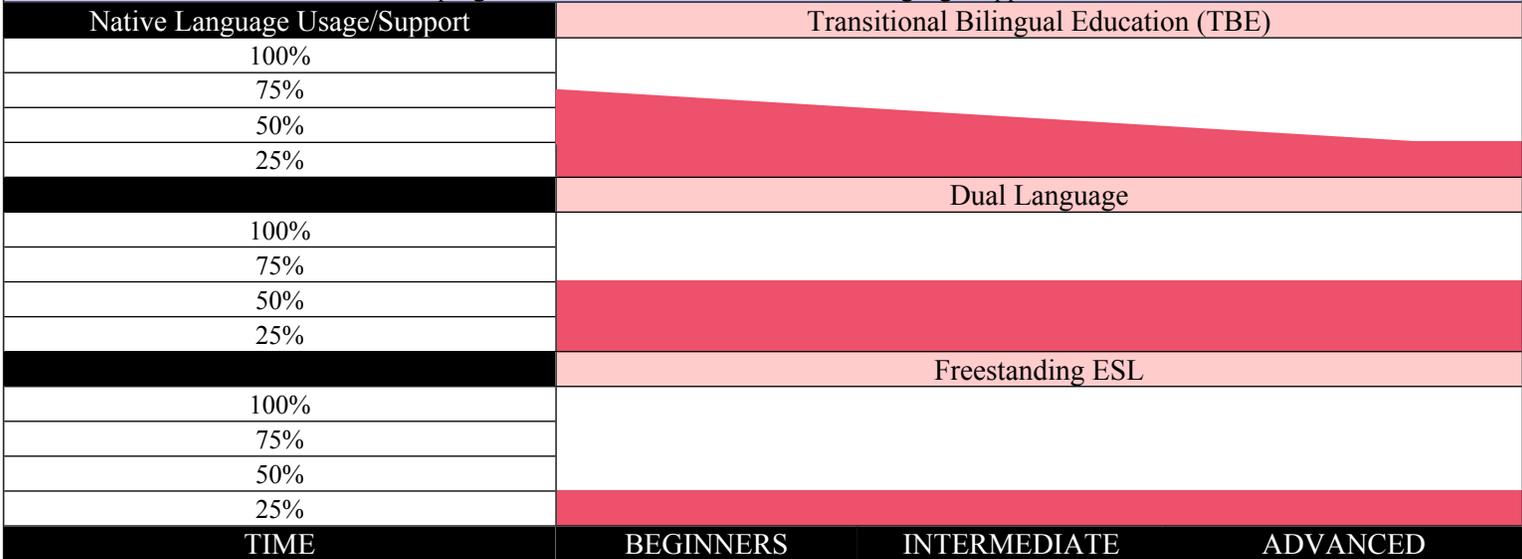
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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.

Our content area instruction is primarily taught in the native language by the Chinese Bilingual Specialist in our two Bilingual classes. Grades 3-5, the ELL's are pulled out of the mainstream classroom by our Chinese Biligual Specialist. The students are given Content Area instruction in Math, Science, ELA, and Social Studies in their native language. P.S. 20 offers support for out transitional ELL's by giving them time and a half extention on all State Exams. Some of these students must also attend Extended Day. We also offer a Test Prep Night, which is a workshop for students and their parents. The parents are instructed on the ways they can help to better prepare their children for the State Exams. These workshops are given and translated in all the languages we house in our school. They are given additional support by our Learning Leaders and Student Teachers. The focus of our school is to always encourage higher academic language.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is designed to meet the needs of all our students. We have pull-out small group instructions to meet the needs of our Beginner students. Our Kindergarten Bilingual classes address the needs of our new admits. Our ESL concentration classes and Self- Contained ESL classes use ESL strategies to align with the Common Core Learning Standards and address all the different entry points of the ELL learners. Our program also has bilingual pull-out component that concentrates on content area study for grades 3-5. To further reinforce our regular school day program we have extended day classes for our Beginner ELL's, and a Title III after-school program for our Intermediate and Advanced students.

11. What new programs or improvements will be considered for the upcoming school year?

We have a variety of new programs this year. In grades K-2 the literacy program is ReadyGEN, in grades 3-5 it is Expeditionary Learning. The entire school is using the new math program Go-Math.

We are also initiating CASA (Cultural After School Adventure) program which provides a wide variety of cultural experiences for the children enrolled.

Finally, there has been a continuing relationship with NY Cares which provides up to 25 volunteers for a Saturday ESL Workshop for both students and their parents. The program targets ELL's who scored a level 1 on the NYS ELA exam from fourth and fifth grades.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL's at P.S. 20 are afforded equal access to all our programs, which include The Basketball Team, Cheering Squad, Chess Club, Chorus, Band, Ping Pong Club, T-Ball, Soccer, The Gardening Club, Math Club, Book Club and Arts Connection. Letters are sent home to the parents of all our students, including all our ELLs in their native languages. Parental decision determines a students' participation in one or more of our activities. Some of the sports activities require try outs. All these activities encourage the acquisition of the English Language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The Treasure Chest for English Language Learners has turned out to be a wonderful reading program for our ELL's and ELL's-SWD's. As mentioned earlier, this differentiated program addresses all the individual needs of our students. Rigby's On Our Way To English, has proven to be quite effective in Kindergarten and 1st grade. It exposes the students to rich academic vocabulary through literacy and songs. Brain-Pop for ESL is a program designed to help our ELL's acquire higher academic language. We will continue to use the Empire State NYSESLAT Test Prep Books by Continental Press for our ELL's receiving services. These books help to give our ELL's some insight to the structure of the NYSESLAT State exam. Also, we continue to utilize document cameras and the SMART Board to deliver Common Core Aligned instruction with high visual supports.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our Kindergarten Chinese Bilingual classes are instructed for at least 60 minutes per day in the native language. In grades 3-5, our ELL's receive Content Area instruction in their native languages. The mandated number of units is dependant on the students' ability levels. In either case, instruction is given by licensed Bilingual Teachers. Native language books have been purchased for all our classrooms, as well as our school library.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Following the Core Curriculum ensures that required services support, and resources correspond, to our ELL's ages and grade levels. Each grade uses the appropriate texts in the Content Areas for every level.

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.

One of the activities offered to our newly enrolled ELL students before the beginning of the school year is the Kindergarten Tea. This is a presentation describing the programs available at the school. With the assistance of translators, the parents are able to understand and have the ability to ask any questions they might have. Materials are given out, such as story books to prepare the newly enrolled students in making an easy transition for the following school year. We also hold a Parent Orientation in the beginning of the school year, in which all our programs are described to the parents and students. We take this opportunity to show the Chansellor's DVD in all the languages available. This is done in case there are any parents who did not get to see the video at the time of registration. A question and answer time is allotted to ensure the proper assimilation of the information given.

18. What language electives are offered to ELLs?

N/A

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)?

N/A:

### **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.
  1. At PS 20 we have on going Staff Development throughout the school year. We have Grade Conferences monthly, Election Day, Brooklyn-Queens Day, two Supplementary Professional Development days added to our calendar and Monthly ELL Liason Meetings. All ESL teachers have the opportunity to attend out of school workshops and TESOL Conferences, and then turn-key to the rest of the ESL Department.
  2. There are on-going staff development opportunities throughout the school year. The CFN offers workshops to teachers of ELL's on a regular basis that can be attended with permission. On the NYCDOE websight there are different webinars that can be logged onto and listened to. Different organizations as well as TESOL offer various workshops during the school year. Most of these all have to do with strategies to make the Common Core Learning Standards accessible to our ELL's. Teachers who attend various workshops turn-key the information to the rest of the ESL Department as well as other staff members.
  3. (a) We support our staff in assisting our ELL's as they transition from elementary to middle school by providing workshops to our ELL's and their parents, providing necessary information which will enable them to make an educated decision.
    - (b) A catalogue containing all the dates of the Middle School Open House is provided to encourage our students and parents to attend.
    - (c) Our Guidance Dept. will also make individual appointments with students and their parents to address any concerns.
    - (d) We hold special assemblies showcasing speakers from many of the Middle Schools. This is a perfect time for students to ask questions.
    - (e) The ELL students are taken to the Middle Schools to see a typical day and how the change of periods take place.
    - (f) The Guidance Dept. conduct mini- workshops, going into each classroom explaining the process of transition to the Middle Schools.
  4. The minimum 7.5 hours of ELL training for all staff is addressed during our monthly Grade Conferences, Election Day workshops, Brooklyn-Queens Day, and during our Teacher Team Meetings held every Monday morning.

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

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

2. We partnered with Arts Connection through a grant we received from the Center for The Arts. Our grant was used to target our ELL parent population. Arts Connection provided a series of workshops for our families that included dance and visual arts. We also partner with our privately run after school programs to provide tutoring, homework help, and enrichment for our ELL parents at a low to no cost fee. These Community Based Organizations also provide translators for our ELL families.

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

3. Parent Survey and Selection forms are given out in the beginning of our school year in different languages. The surveys introduce the Parent Coordinator and the Community Associate and provide their e-mail address, phone, and cell phone number for parents. Our monthly family involvement events enable us to become more intimate with the needs of our families. The New York City School Survey results are also used as a tool to evaluate the needs of our families. The Parent Survey and Selection forms also ask the parents in what language do they want to receive communication. As a result, all our letters are translated in our school by our diverse teacher and paraprofessional staff, as well as CPC staff. On our open school nights, we also run a School Resource Fair, which highlights all the activities and programs that are available here at P.S. 20. Information is available in many languages as well as many interpreters are on hand to help all the parents.

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

## 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: P.S. 20Q John Bowne Elementary**

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victoria Hart	Principal		1/1/01
Patrick Foy	Assistant Principal		1/1/01
Monique Lizcano	Parent Coordinator		1/1/01
Lisa Barton	ESL Teacher		1/1/01
Mr. Li	Parent		1/1/01
Mingzhu Hua	Teacher/Subject Area		1/1/01
Nicholas Pei	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eve Mangibin	Guidance Counselor		1/1/01
	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: 25Q020 School Name: PS 20Q John Bowne Elementary

Cluster: 2 Network: CFN204

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

### **Part A: Needs Assessment Findings**

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

P.S. 20 takes great strides in addressing our school's written translation and oral interpretation needs to send out all correspondence in a language parents can understand. Each class is surveyed for a language breakdown at the beginning of the school year to determine native languages spoken at home. The data is collected through the Parent's Preferred Language Form found on the Translations & Interpretation page on the DOE website. In addition we hold two parent orientation meetings one in September and one in March to ensure that all parents have an opportunity to attend the meeting and view the Chancellor's DVD on program options. The DVD is viewed in several languages and a question and answer time is built in to each meeting. After reviewing the parent surveys and program selection forms, the majority of parents have chosen an ESL placement. Some parents of Kindergarten students have sought a bilingual program. As the need arises, PS 20 will do what we can to service the community's needs. The programs at P. S. 20 are aligned with parental choice. We offer ESL classes in grades K-5, ESL Concentration classes in grades 1, 2, and 5, as well as Chinese Bilingual classes in Kindergarten. All notices and flyers are sent home seven to ten days in advance with documents translated into the main languages at our school.

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

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

## Part B: Strategies and Activities

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

P.S. 20 provides written translation of all school originated parental notices seven to ten days in advance. We use the School Messenger telephone service for “Announcement of Special Activities and Emergencies,” which is individualized for each family to receive messages in their native language, and provide written translation in all languages spoken among the PS 20 families and stakeholders. At PTA, Parental Involvement, and Parent Teacher Conferences, written translation (where applicable) is provided by school staff and DOE translation services, as well as written translation provided by the Community Based Organizations working within our building. Through class survey selection sheets we have found that....This information is reported to the school community through school leadership team meetings, PTA nights and ESL orientations that take place during the beginning of the school year.

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

The oral interpretation services are the same as for written translation. Most oral translation is done in-house by our staff members and Community Based Organizations housed within PS 20, as well as utilizing the Translation and Interpretation Unit hotline. Oral translations are also provided by our 5 after-school programs, parent volunteers, school staff, learning leaders and Community Based Organizations during all our school functions. These include, but are not limited to Team Up For Testing Night, NYSESLAT Night, PTA, Family Involvement and Parent Teacher Conferences.

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: John Bowne Elementary School	DBN: 25Q020
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 108	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 16	
# of certified ESL/Bilingual teachers: 6	
# of content area teachers: 10	

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The following are scheduled program dates:

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

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

March: 5, 7, 14, 19, 21

April: 4, 9, 11

Our Title III PM program will consist of the following:

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

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

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

### Part D: Parental Engagement Activities

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

#### I. NYSESLAT Parent Night

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

#### II. Parent Association Workshop

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

#### III. PTA Night

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

### Part E: Budget

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

Allocation Amount: \$63980

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$63980

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		