Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE CHRISTY J. CUGINI PORT RICHMOND SCHOOL

DBN (*i.e. 01M001*): 31R020

Principal: MARIE MUNOZ

Principal Email: MMUNOZ@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: RICHARD GALLO

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
Marie Munoz	*Principal or Designee	
Fiorella Raimondi	*UFT Chapter Leader or Designee	
Maria Lucero	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Victoria Puchkoff	Member/ staff	
Joshua Atlas	Member/ Staff	
Annmarie Milewski	Member/ Staff	
Esmeralda Cabana	Member/ Parent	
Carlotta Martinez	Member/ Parent	
Esperanza Reyes	Member/ Parent	
Teresa Guzman	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014, there will be a 5% increase in the number of Grade 4 and 5 English Language Learners who make +1 year progress on the New York State ELA assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
A review of students work and an analysis of formative and summative data by inquiry teams indicates a downward trend in the performance of ELLs over the past three years. P.S. 20's 2012/13 Progress Report indicates that 25.9% of tested ELLs scored at the 75th Growth Percentile or higher. Findings indicate a need to implement rigorous ELA instruction across all curriculum areas using ESL pedagogy by highly qualified teachers in Grades 3, 4 and 5.

Instructional Strategies/Activities

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

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

1. Classroom teachers will utilize the Response to Intervention model to provide differentiated instruction during Literacy instruction. The 90 minute Reading Block will encompass CCLS instructional shifts engaging students cognitively in vocabulary and language development; higher order questioning and discussion and thinking; independent, guided and shared reading of a balance of informational and literary texts that grow with complexity as student skill progresses; referring to text for answers and ideas; comprehension strategies. Instruction will include English reading and listening materials to communicate ideas and opinions; to formulate inferences, draw conclusions, sequence, predict outcomes, to compare and contrast, to classify, outline, verbally illustrate, predict, show correlations, describe, demonstrate and express opinions. Students will participate in field trips to broaden prior knowledge and vocabulary, use charts and graphic organizers, engage in cross curricular activities that include literacy and technology.

2. Students will engage in shared and interactive writing, pre-writing skills, the writing process, journal writing, note taking and outlining skills with an emphasis on argumentative writing from sources.

3. Students will participate in an after school program for ELLs with an emphasis on test preparation.

4. Teacher teams will monitor assessment results and student work at least once a week during inquiry throughout the year to determine effectiveness of instructional strategies and to re-assess student goals. Grade level meetings centered on data analysis and differentiation of instruction will be held monthly.

5. Teachers will attend workshops on assessments, data entry, collection and analysis. ESL Teachers, Classroom teachers with particular emphasis for grades 3-5 teachers and cluster teachers will receive Professional Development in effective ESL strategies and instruction, RTI, common core standards, the new curriculum and the Danielson framework throughout the year in order to provide and maintain high quality rigorous instruction and in order to retain highly qualified teachers. Inquiry and teacher teams will focus on the changes to classroom practice, adjust lessons, units and classroom assessments to address the gap between the standards and what students know.

6. Supervisors will engage in a cycle of frequent, short observations with actionable feedback in order to promote and support teacher effectiveness.

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

1. Classroom teachers, AIS teacher, Instructional Coach, ESL Teacher, Cluster Teachers, Assistant Principal, Principal, paraprofessionals, Class trips, test prep materials, instructional materials, Ready Gen, ELL After School Program, translation services

2. Classroom teachers, AIS teacher, Instructional Coach, ESL Teacher, Cluster Teachers, Assistant Principal, Principal, paraprofessionals
3. Classroom Teachers, ESL Teachers, Assistant Principal
4. All teacher teams, Coach, Assistant Principal, Principal
5. Classroom teachers, AIS teacher, Instructional Coach, ESL Teacher, Cluster Teachers, Assistant Principal, Principal, network, DOE, citywide organizations
6. Principal, Assistant Principal, Talent Coach, Network Achievement Coach

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

1. Teachers will conduct Fountas and Pinnel assessments with interim running records and conference notes to monitor progress.
2. Teacher teams will analyze student writing performance tasks to determine trends and next steps
3. After school program teachers will meet to analyze student work and compare pre and post tests.
4. Teachers and Coach will conduct an analysis of assessments and student work to monitor trends across the grade monthly.
5. Principal and Assistant Principal will evaluate teacher effectiveness and monitor the impact of professional development on instruction and learning
6. Principal and Assistant Principal will monitor evaluation reports and look for trends instruction that result in learning

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

1. Fountas and Pinnel 3 times from September 2013 through May 2014; interim assessments every one to three weeks as determined by RTI.
2. Teacher teams will meet to analyze a minimum of six writing performance tasks during inquiry time.
3. Pre and post tests will be administered at the onset and end of the program with conferencing to monitor progress weekly
4. Analysis of student work once a month throughout the year
5. October 2013 through June 2014 between 4 and 6 times a year.
6. October 2013 through June 2014 between 4 and 6 times a year.

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

1. Ready Gen curriculum, Ready Gen Phonics Kit, ESL Push-in program, Promethean and Smart boards, laptops and desktops, class trips, test prep materials, Fountas and Pinnel Intervention.
2. Teacher Team Meetings during common preparation time and block scheduling
3. Funding permitting, 6 per session teachers, 4 hrs. per week for 10 weeks.
4. Teacher Team meetings, data analysis protocols, 50 min. weekly 50 min. Inquiry time
5. Teacher Team meetings, Book Club, professional books, Network and citywide workshops, block scheduling for PD
6. Danielson Framework, ADVANCE website

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).

- Parents attend workshops informing them about Common Core standards, curriculum, testing, homework help
- Adult ESL classes
- GED classes.
- Family Literacy Night
- P.S.20 monthly newsletter and website
- Translation services

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA	X	Title III	X	Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

FSF

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, there will be a 5% increase in the number of Students With Disabilities who make +1 year progress on the NY State ELA assessment.

Comprehensive Needs Assessment

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

A review of student work and an analysis of formative and summative data by inquiry teams indicate a stagnant trend in the performance of Students With Disabilities over the past three years. P.S. 20's 2012/13 Progress Report indicates that 52.8% of tested SWDs performed at 75th Growth percentile or higher. Findings indicate a need to implement rigorous ELA instruction across all curriculum areas by highly qualified teachers in Grades 3, 4 and 5.

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. Classroom teachers will utilize the Response to Intervention model to provide differentiated instruction during Literacy instruction. The 90 minute Reading Block will encompass CCLS instructional shifts engaging students cognitively in vocabulary and language development; higher order questioning and discussion and thinking; independent, guided and shared reading of a balance of informational and literary texts that grow with complexity as student skill progresses; referring to text for answers and ideas; comprehension strategies. Instruction will include reading and listening materials to communicate ideas and opinions; to formulate inferences, draw conclusions, sequence, predict outcomes, to compare and contrast, to classify, outline, verbally illustrate, predict, show correlations, describe, demonstrate and express opinions. Students will participate in field trips to broaden prior knowledge and vocabulary, use charts and graphic organizers, engage in cross curricular activities that include literacy and technology.

2. Students will engage in shared and interactive writing, pre-writing skills, the writing process, journal writing, note taking and outlining skills with an emphasis on argumentative writing from sources.

3. General Education and Special Education teachers will collaborate in ICT classes using acceptable team teaching practices

4. Teacher teams will monitor assessment results and student work at least once a week during inquiry throughout the year to determine effectiveness of instructional strategies and to re-assess student goals. Grade level meetings centered on data analysis and differentiation of instruction will be held monthly.

5. Teachers will attend workshops on assessments, data entry, collection and analysis. Special Ed and General Ed classroom teachers as well as cluster teachers will receive Professional Development in effective instructional strategies, co-teaching methods, RTI strategies, the new curriculum, common core standards, Special Education pedagogy and reform and the Danielson framework throughout the year. In addition, they will receive Professional development on scaffolding and support to provide multiple entry points for students with disabilities to ensure they are engaged in appropriately challenging tasks.

6. Supervisors will engage in a cycle of frequent, short observations with actionable feedback in order to promote and support teacher effectiveness.

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

1. Principal, Assistant Principal, Parent Coordinator, Special Ed teachers, IEP teacher, Classroom Teachers, ESL Teachers, Cluster Teachers, Coach, paraprofessionals
2. Classroom teachers, Instructional Coach, ESL Teacher, Cluster Teachers, Assistant Principal, Principal, paraprofessionals
1. Principal, Assistant Principal, classroom teachers, IEP teacher, Network personnel
2. All teacher teams, Coach, Assistant Principal, Principal
3. Classroom Teachers, IEP Teacher, Principal, Assistant Principal, Talent Coach, Network Achievement Coach
4. Classroom and cluster teachers, Principal, Assistant Principal, Talent Coach

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

1. Teachers will conduct Fountas and Pinnel assessments with interim running records and conference notes to monitor progress.
2. Teacher teams will analyze student writing performance tasks to determine trends and next steps
3. Principal and Assistant Principal will engage in short observations of ICT classes
4. Analysis of student work once a month throughout the year
5. Principal and Assistant Principal will evaluate teacher effectiveness and monitor the impact of professional development on instruction and learning
6. Principal and Assistant Principal will monitor evaluation reports and look for trends instruction that result in learning

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

1. Fountas and Pinnel 3 times from September 2013 through May 2014; interim assessments every one to three weeks as determined by RTI.
2. Teacher teams will meet to analyze a minimum of six writing performance tasks during inquiry time.
3. 4 to 6 times a year from October 2013 through June 2014
4. October 2013 through June 2014, monthly
5. October 2013 through June 2014 between 4 and 6 times a year.
6. October 2013 through June 2014 between 4 and 6 times a year.

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

1. ICT classes, self-contained classes, Ready Gen curriculum, Ready Gen Phonics Kit, Promethean and Smartboards, laptops and desktops, class trips, test prep materials, RTI protocols
2. Teacher Team Meetings during common preparation time and block scheduling
3. Danielson Framework, ADVANCE website
4. Teacher Team meetings, data analysis protocols, 50 min. weekly 50 min. Inquiry time
5. Teacher Team meetings, Book Club, professional books, Network and citywide workshops, block scheduling for PD
6. Danielson Framework, ADVANCE website

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).

- Parents attend workshops informing them about Common Core standards, curriculum, Special Education policy, testing, homework help
- Adult ESL classes
- GED classes.
- Family Literacy Night
- P.S.20 monthly newsletter and website
- Translation services

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

XFSF

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, there will be a 5% increase in the number of Kindergarten – Grade 2 students meeting or exceeding end of year ELA benchmark goals as indicated by the Fountas and Pinnell Assessment

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
A review of Fountas and Pinnell Assessment data over the past three years indicates a stagnant trend in the percentage of K-Grade 2 students reaching end of year grade level benchmarks. There is a need to sustain explicit instruction in Phonemic Awareness, Phonics, Fluency, Vocabulary and Word development and Comprehension.

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. Classroom teachers will utilize the Response to Intervention model to provide differentiated instruction during Literacy instruction. The 90 minute Reading Block will encompass CCLS instructional shifts engaging students cognitively in vocabulary and language development; higher order questioning and discussion and thinking; independent, guided and shared reading of a balance of informational and literary texts that grow with complexity as student skill progresses; referring to text for answers and ideas; comprehension strategies. Students will discuss personal experiences and be encouraged to speak in complete sentences at all times. Students will talk about words, sounds and patterns that make up words, and exchange ideas, share stories, sing songs, and recite poems. Instruction will include explicit phonemic awareness and phonics instruction using the Fundations Program. Instruction will include reading and listening materials to communicate ideas and opinions; to formulate inferences, draw conclusions, sequence, predict outcomes, to compare and contrast, to classify, outline, verbally illustrate, predict, show correlations, describe, demonstrate and express opinions. Students will participate in field trips to broaden prior knowledge and vocabulary, use charts and graphic organizers, engage in cross curricular activities that include literacy and technology. 2. Students will engage in shared and interactive writing, pre-writing skills, the writing process, journal writing, note taking and outlining skills with an emphasis on argumentative writing from sources 3. An AIS teacher will work with small, targeted, flexible groups in order to differentiate literacy instruction and meet student needs using the Fountas and Pinnell Leveled Intervention 4. Teachers will attend workshops on assessments, data entry, collection and analysis and will receive Professional Development in effective early childhood instructional strategies, RTI strategies, the new curriculum, common core standards and the Danielson framework throughout the year. 5. Teacher teams will monitor assessment results and student work during Inquiry at least once a week throughout the year to determine effectiveness of instructional strategies and to re-assess student goals. Grade level meetings centered on data analysis and differentiation of instruction will be held monthly 6. Supervisors will engage in a cycle of frequent, short observations with actionable feedback in order to promote and support teacher effectiveness.
2. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Parent Coordinator, Special Ed teachers, IEP teacher, Classroom Teachers, ESL Teachers, Cluster Teachers, Coach, paraprofessionals
2. Principal, Assistant Principal, Classroom Teachers, ESL Teachers, Coach, Ready Gen consultants, Literacy Consultant,
3.Principal, Assistant Principal, AIS teacher
4. Principal, Assistant Principal, Classroom Teachers, ESL Teachers, Cluster Teachers, AIS Teachers, Coach, network personnel, Literacy Consultant, DOE, outside organizations
5. Principal, Assistant Principal, Classroom Teachers, ESL Teachers, Cluster Teachers, AIS Teachers, Coach, network personnel, Literacy Consultant
6. Principal, Assistant Principal, Talent Coach, Network Achievement Coach

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

6. Teachers will conduct Fountas and Pinnel assessments with interim running records and conference notes to monitor progress.
7. Teacher teams will analyze student writing performance tasks to determine trends and next steps
8. AIS teacher will administer interim Fountas and Pinnell assessments using the Intervention Kit
9. Principal and Assistant Principal will evaluate teacher effectiveness and monitor the impact of professional development on instruction and learning
10. Teachers will analyze student work once a month throughout the year
11. Principal and Assistant Principal will monitor evaluation reports and look for trends instruction that result in learning

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

1. Fountas and Pinnel 3 times from September 2013 through May 2014; interim assessments every one to three weeks as determined by RTI.
2. Teacher teams will meet to analyze a minimum of six writing performance tasks during inquiry time.
3. October 2013 through June 2014; weekly for six week cycles
4. October 2013 through June 2014 between 4 and 6 times a year.
5. October 2013 through June 2014, monthly
6. October 2013 through June 2014 between 4 and 6 times a year.

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

1. Early childhood classes, Ready Gen, Fundations, Fountas and Pinnel Intervention, Promethean and Smart boards, laptops and desktops, Classroom libraries, class trips
2. Teacher Team Meetings during common preparation time and block scheduling
3. AIS teacher, daily small group sessions during the school day-six week cycles of instruction
4. Teacher Team meetings, Book Club, professional books, Network and citywide workshops, block scheduling for PD
5. Teacher Team meetings, data analysis protocols, 50 min. weekly 50 min. Inquiry time
6. Danielson Framework, ADVANCE website

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).

- Parents attend workshops informing them about Common Core standards, core curriculum, Special Education policy, testing, homework help
- Kindergarten Orientation
- Adult ESL classes
- GED classes.
- Family Literacy Night
- P.S.20 monthly newsletter and website
- Translation services

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		Title IIA	X	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

X FSF

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.

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
6.
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.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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.

• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
6.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	• A pull-out teacher provides additional reading instruction to small groups of at risk students within the classroom setting on a daily basis during the school day. Instruction is focused on phonemic awareness, phonics, word study and comprehension using Fountas and Pinnell Leveled Literacy Intervention. Students in Grades K-2 who scored below grade level benchmarks using the Fountas and Pinnell Assessment are targeted.	Small group	Daily, during the school day
	• A pull-out, push-in teacher provides additional reading instruction to small groups of 3rd, 4th and 5th Grade at risk students within the classroom setting on a daily basis during the school day. Instruction is focused on word study, vocabulary development, fluency, comprehension and writing. Programs include Fountas and Pinnell Leveled Literacy Intervention, The Comprehension Toolkit.	Small group	Daily, during the school day

	Students who scored below grade level benchmarks on state standardized tests were targeted.		
Mathematics	• Classroom teachers provide additional math instruction to small groups of 3rd, 4th and 5th Grade at risk students within the classroom setting using Go Math interventions.	Small group	Daily, during the school day
Science	• Classroom teachers provide additional science instruction by integrating science with math and literacy to small groups of 4th and 5th Grade at risk students within the classroom setting during the school day. Instruction is focused on the understanding of charts, tables and graphs, comprehension of content material. Students who scored below grade level benchmarks are targeted.	Small group	Daily, during the school day
Social Studies	• Classroom teachers provide additional social studies instruction by integrating social studies with math and literacy to 4th and 5th Grade at risk students within the classroom setting. Instruction is focused on the understanding of charts, tables and graphs, comprehension of content material and historical fiction and writing. Students who	Small group	Daily, during the school day

	scored below grade level benchmarks are targeted.		
At-risk services ***(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)***	The Guidance Counselor provides ongoing, scheduled counseling sessions with at risk students, crisis intervention, attendance monitoring and intervention, and home visits when necessary. The School Psychologist provides ongoing, scheduled counseling sessions with severely at risk students, crisis intervention, evaluations of students for Special Education services when all other possible interventions fail to provide adequate support, and home visits when necessary. The Social Worker provides ongoing, scheduled counseling sessions with at risk students, crisis intervention, home visits and is part of the Student Assessment Team that evaluates students for Special Education services when all other possible interventions fail to provide adequate support. The Social Worker also does community outreach and serves as a liaison with Social Services and Community based organizations that provide services. The Social Worker serves as a liaison with Social Services and Community based organizations that provide health related services. The bilingual Parent Coordinator facilitates this process	Individual and small group	During the school day, before and after school as needed

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

7. All elements of the *All Title I Schools* section must be completed*.

7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

8. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The continued use of job fairs coordinated by the district and DOE will be designed to select prospective teachers who have proven effective in working with at risk and/or Title I school students. P.S. 20 will continue our collaboration with The College of Staten Island, Wagner College and Touro College to ensure our access to exceptional graduating students. New teachers are supported by a school-based mentor.

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).
Title I staff development initiative will focus on closing the ELL and SWD (Students With Disabilities) achievement gaps and on improving the overall gains in achieving grade level proficiency in ELA. A single, unified approach to staff development will afford all teachers the same opportunities to learn and engage in best practices and will help enable all students including ELLs and Students with Disabilities to meet State academic standards.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Conceptual consolidation will allow for Title III and FSF to support the P.D. initiative.

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 Parent Meetings Kindergarten Curriculum Conferences Communication with turning 5 facilities

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.
MOSL Team meetings in August and September Attendance at citywide Professional Development for MOSL SLT Meetings Staff Meetings

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).

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. P.S.20 will support parents and families of Title I students by:

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

P.S.20's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Spanish bilingual Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

P.S.20 will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

P.S.20, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 020
School Name P.S. 20		

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 Marie A. Muñoz	Assistant Principal Annette Steenwerth
Coach Jessica Mattioli	Coach
ESL Teacher Lupe Walowitz/Sharlene Velez	Guidance Counselor Alexander Rivera
Teacher/Subject Area Cynthia I Rodriguez	Parent Esmeralda Cabañas
Teacher/Subject Area Ann DeSantis	Parent Coordinator Nolvia Cartagenz
Related Service Provider Edwin Solis	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers not currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	499	Total number of ELLs	206	ELLs as share of total student population (%)	41.28%

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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	40	59	35	27	26	19								206
SELECT ONE														0
Total	40	59	35	27	26	19	0	0	0	0	0	0	0	206

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	**Newcomers (ELLs receiving service 0-3 years)**	155	**ELL Students with Disabilities**	80
SIFE	0	**ELLs receiving service 4-6 years**	47	**Long-Term (completed 6+ years)**	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	155	0	50	47	0	28	4	0	2	206
Total	**155**	**0**	**50**	**47**	**0**	**28**	**4**	**0**	**2**	206
Number of ELLs who have an alternate placement paraprofessional: 26										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
SELECT ONE														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	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	40	59	34	27	26	19								205
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other														0
TOTAL	40	59	35	27	26	19	0	0	0	0	0	0	0	206

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)	12	4	5	2	0	2								25

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)	13	23	7	4	11	6								64
Advanced (A)	15	32	23	21	15	11								117
Total	40	59	35	27	26	19	0	0	0	0	0	0	0	206

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	0	0	0	0	0
4	20	7	0	0	27
5	11	3	0	0	14
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	18	0	9	0	0	0	0	0	27
5	8	0	6	1	0	0	0	0	15
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	0	0	6	0	11	1	0	0	18
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.

   1. Literacy skills are assessed using Fountas & Pinnell Benchmark Assessments as well as in-house teacher created assessments with focus on fluency and phonemic awareness. Assessments allows us to pinpoint where students weakness & stregths fall. Data has shown that our ELL's require additional supports in the areas of comprehension, vocabulary development and phonemic awareness. An emphasis is placed on teaching comprehension skills/strategies, opportunities to expand prior knowledge, to expose children to a wider range of vocabulary. Data also indicates that our younger students are more proficient in speaking than in reading and writing. Likewise, our older students are more proficient in listening and speaking than in reading and writing. for this reason, the emphasis of our instructional program shifts from strengthening oral language and building its connections to text, to strengthening reading comprehension and building its connections to written responses. Syntax, structure, figuarative language, idioms and unusual vocabulary are all considered as teachers plan an integrated curriculum . Academic language is developed through the use of non-fiction texts and through opportunities to maniplulate, categorize and classify real world items.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   Data has shown that our ELL's require additional supports in the areas of comprehension, vocabulary development and phonemic awareness. An emphasis is placed on teaching comprehension skills/strategies, opportunities to expand prior knowledge, to expose children to a wider range of vocabulary. Data also indicates that our younger students are more proficient in speaking than in reading and writing. Likewise, our older students are more proficient in listening and speaking than in reading and writing. for this reason, the emphasis of our instructional program shifts from strengthening oral language and building its connections to text, to strengthening reading comprehension and building its connections to written responses. In the past student performance on the NYSESLAT has indicated that students follow typical second language acquisition patterns developing quicker in the areas of listening and speaking with reading and writing taking longer to become proficient. Our students often fall in lower proficiency bands due to lower performance in either reading or writing. Looking at the overall performance of our students on the 2013 NYSESLAT it is evident that great strides were made in second language acquisition. The RNMR is not available at this time for us to analyse student performance across the different modalities.

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 Spring 2013 NYSESLAT modality report results are not available on the RNMR at this time.

   Syntax, structure, figuarative language, idioms and unusual vocabulary are all considered as teachers plan an integrated curriculum . Academic language is developed through the use of non-fiction texts and through opportunities to maniplulate, categorize and classify real world items.

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. The majority of growth is seen in speaking and listening for beginner and intermediate students. As students progress in proficiency, there are more gains in reading than writing. These trends hold true for all grade levels. Students with disabilities tend to make lesser gains as indicated by the data. There is a statistically insignificant number of students who test in their Native Language therefore, there is insufficient data.

b. Teacher review children's performance on the ELL periodic assessment and based on a skills analyisis, instruction is targeted, groups differentiated and instruction redirected. Additional support is provided to increase comprehension skills.

c. We are able to determinie from the ELL periodic assessments that students have difficulty with grade level vocabulary which negitively impacts their comprehension skills. With this information we are able to plan instruction and interventions accordingly. Cognates and bilingual dictionaries are used as well as visual representation via the use of technology to enhance instruction to meet the need of our children.

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*.)

Benchmark assessments for initial placement into groups is done using the Fountas and Pinell Benchmark Assessment System. After benchmarks have been performed the teacher progress monitor through the use of running records and reading conferencing to assess student progress, modify student grouping and inform instruction. This is done until the next benchmark window opens. Similar procedures are done with math instruction as well. Teachers give a beginning of year assessment and perform progress monitoring as well as end of unit assessments to determine student needs. Teachers use in classroom progress checks to assess student progress. Utelizing this data they then group students into the various Tiers of RtI. Teachers continuously monitor student progress and scaffold instruction based on student need. ELL's have the benefit of the ESL teacher in their classroom to allow for the provision of Tier I instruction in a smaller student to teacher ratio as well Tier II intervention where needed. Students are also discussed at the RtI team meetings to determine additional RtI services if necessary as well as to provide teachers with additional strategies to benefit the instruction of ELL's in the classroom.

6. How do you make sure that a child's second language development is considered in instructional decisions?
   We use the data from assessments and state exams to determine the progression students are making in levels of proficency as well as growth made within the various modalities In the classroom we look to see how students are progessing towards achieving grade level competency. Students are also monitored for the extent to which they interact with peers and the school community involvment.
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.).
   During Inquiry periods we evaluate all pertinent data to determine what gaps may need addressing during instruction. Benchmark assessments and in class progress checks are analyzed as are end of unit assessments and performance tasks across all academic areas. Teachers also analyze the previous years State Assessment Results to guide instruction for ELLs. ELL-SWD students' IEP's are analyzed and reffered to ensure that their goals are being addressed and progress is being made. All changes to services and instruction are made accordingly to the individual needs of the students.

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.)
   P1. Upon registration, if there is another language other than English indicated, a member of the LEP Identification Team is notified and the the parent and child are interviewed and assisted in the completion of the HLIS. The team consists of 2 ESL teachers as well as 2 Bilingual Teachers all of whom speak Spanish. If required, The English and/or Spanish LAB-R formal initial assessments are administered by one of the team members to the student to determine eligibility and instructional level. Based on the outcome of this assessment, students are placed into an appropriate level and program of instruction. Annually, students are administered the NYSESLAT and based on their performance, they are programmed according to eligbility
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   2. The LAP Team, consisting of 2 ESL teachers and 2 Bilingual Teachers invites parents to a workshop in which they are presented with the various programs available for their children through an informational video provided by the New York City Deparment of Education. The formal workshop takes place within 10 days of the the start of school. Ongoing informational sessions are provided within 10 days of new student enrollment throught the school year. Brochures are available as are classroom

visitations to see actual programs in place. Letters and calls are made to parents by the parent coordinator to ensure that every opportunity has been made available for them to understand the programs and their rights. Should there be a change in availability of selected programs parents are notified via school letter letting them know.

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].)

   3. Letters are sent home by the ESL teachers to entitled students with their invitation to attend Parent Orientation. At that time, Parent Surveys are completed and collected after all information has been disseminated. All collected documentation is copied and originals are place in cume files and copies are kept in the office in a binder.

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.

   4. Once students are identified as English Language Learners parents are given the Parent Survey to indicate their choice of program. The LAP Team reviews surveys and considers parent choices when formulating classes; then parents are informed of program avialablitty if the program of choice is not avialble here they are advised of their their right to transfer their child to a school which offers the program. All correspondece, phone calls and meetings are conducted in English and Home Language. Yearly, continued entitlement letters are sent home to parents informing them of their student's continued ESL status. Students' continued entitlement is maintained via ATS reports and parent choice is again considered when forming classes for that school year. The ESL teacher updates the ELPC screen accordingly upon completion of the parent survey, typically no later than 20 days after completion.

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.

   5. Through use of the RELC, RLAT and the RLAB reports in ATS the ESL teachers and test coordinator ensure that all ELLs are administered the NYSESLAT. The lists are also cross referenced with the ESL teachers' rosters and the class profile spreadsheets that are developed in the school.

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. ⓘ

   6. Data indicates there is an upward trend in the number of parents selecting ESL as the preferred program choice. Over the past 3 years their has been an increase from 75% to 95 % of parents requesting ESL as their first choice.

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) Organizational models include
    - ESL Push- In Model

    b) All classes are heterogeneously mixed. Collaboration is achieved during inquiry group time

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)?

    2 ESL Teachers provide from 180 minutes for advanced ELLS to 360 minutes for Beginner and Intermediate ELLs of mandated instructional time per week. Certified and blilungual licensed staff members provide mandated ESL instruction within the classroom. Teachers use ESL methodology to provide mandated ESL time as per students' levels. Push-in teachers will integrate ESL methodologies into content area lessons as well as ELA.

    An administrator will supervise the NYSELAT Test Prep After School Program- the only after school program in session- in order to insure student safety and rigor of instruction.

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.

    Push-in teachers (ESL and Classroom/ Cluster teachers) collaborate and ESL teachers use ESL methodology to enhance instruction in content areas. Methods used include scaffolding, total physical response, role playing, vocabulary enhancement, cognates, graphic organizers, translation, thematic units, use of spelling dictionaries as well as integration of technology and the Arts.

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

    4. Based on Home Language and NYSESLAT proficiency levels students are given access to content area exams in their native language. Translations are made available as necessary. Testing for special services are made based on eligiblity/need.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    Throughout the course of the year ELL's are evaluated in all four modalities as follows: 1) running records to assess reading 2) comprehenison tests to assess reading 3) literacy performance tasks to assess reading and writing 4) oral presentations to assess speaking for fluency and listening comprehension. Assessment is ongoing and occurs both formally and informally throughout the course of instruction. Informal assessments occur daily while more formalized progress monitoring takes place every two to three weeks. Perfomance tasks are administered at the end of the units of instruction.

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) Instructional plan for SIFE: Students' proficiency levels are determined and students are exposed to grade level content at their instructional level. Students are given additional ESL time and given opportunities to express themselves in Native Language.

b) Newcomers: Students will be given survival English skills, peer mediation, explicit instruction in Tier I vocabulary, differentiated instruction and assessment (i.e. oral exams, exams with less writing, math lessons and exams are provided in students native language). Students are automatically enrolled in extended day and after school programs. ESL testing accomodations are implemented.

c) 4-6 yrs.: Students are provided with extra help in targeted skills that are deficient. Specific skills are then targeted and

monitored for progress. Based on results, small group instruction is provided. Students may be discussed at PPT meetings to determine if additional services may be needed. The PRIM is utilized and interventions are implemented. Students are enrolled in after school programs. ESL testing accomodations are implemented.

d) Long-term ELLs: Students are provided with extra help in targeted skills that are deficient. Specific skills are then targeted and monitored for progress. Based on results, small group instruction is provided. Students may be discussed at PPT meetings to determine if additional services may be needed. The PRIM is utilized, students are given additional time and are enrolled in after school programs. ESL testing accomodations are implemented. Life skills are also addressed.

e) Former ELLs: Students are provided indirect ESL services for up to two years upon passing the NYSESLAT. The ESL teachers collaborate with classroom teachers to provide them with ESL methodologies that may assist the students in the classroom. Additionally, former ELLs are provided with ELL testing accomodations for two years past their passing of the NYSESLAT. These accomodations include extended time by 50%, and use of bilingual dictionaries.

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?

   All students are programed according to their IEPs. Should a service not be available in the school RSAs are issued to ensure that students have access to their mandated services. Depending on the IEP recommendation students are provided with ESL in the classroom according to their proficiency level. Students mandated for bilingual programs have alternate placement paras assigned to the classroom to assist with instruction throughout the course of the day. Leveled classroom libraries in both languages are made avaiable to all classes. Dual language texts and games are also provided, Reading Program and Math programs contains ELL language intervention kits and ELL activitiy guides. Guided Reading component of the CORE contains differentiated books for ELL's, Elements of vocabulary is used to develop accelerated language development. Strategies include repetition, redefintion, multisensory approaches and total physical repsonse. All material is scaffolded as needed based on student need.

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?

   Ell students with disabilities receive a varieyt of services dependent upon need including but not limited to SETTS speech counseling, ICT classes, mainstreaming, inclusion in extra curricular activites, ets. Contingent upon academic need push in services are provided during ELA and Math periods tio support classroom instructiona dn students learning needs. Related service providers utilize pacing calanders to align instruction and therapy to student's needs. Creative scheduling allows for colloabroation, intervention and redirection of instruciton. Services are recommended according to the continuum of services, ELL status does not hinder the appropriate services from being recommended. Students are programmed to have the most exposure to LRE and their non-disabled peers as is appropriate to their need.

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:				

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   In K-5 ReadyGen ELL Scaffolding Guides are utilized to enhance ELA instruction as well as Earobics (K-3), Fundations (K-2), , Fountas and Pinnell Leveled Literacy Intervention (K-5), ReadyGen Word Study (3-5), Wilson (4-5). Math materials in Spanish are used along with Math intervention kits (Go Math), Exploring Math-An Intervention and reinforcement resources. Other resources used for content areas are Theater's Workshop (Social Studies), Houghton Mifflin Harcourt ESL components (Science) All interventions are provided upon students performance on regular in classroom progress checks, performance task and end of unit assessments.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    At this juncture it is too early to determine the effectiveness of the current Literacy program as it is new to the school and there is a lack of data to analyze at this time. The data supporting the current Math program indicates that students are doing better in the content area largely due to the continuity of skill instruction and the availability of visual and audio presentations as well as a technonolgy component that allows students to have access to support at home.

11. What new programs or improvements will be considered for the upcoming school year?
    NYSESLAT Preparation, Enrichment Through the Arts, NY Cares volunteer Initiative Art, Sports and Culinary Explorers; Research is presntly underway to investigate reasearch based ELL technology to utilize within the classroom, an in school Theatre Class
12. What programs/services for ELLs will be discontinued and why?
    NONE
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are afforded the same opportunities as non ELL students. All program notices and invitations are sent home in Home Language and English. After school programs include art enrichment, Math and ELA Test Prep, and NYSESLAT Test Prep. During the day, selected ELL students participate in a theater program and/or a choral program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Earobics
    Help Me 2 Learn , Colorin Colorado, Starfall, National Geographic (Websites)
    Podcasting
    Jings
    Blogging
    Fundations
    Google Translations
    ReadyGen books and scaffolding guides, classroom libraries for Literacy instruction
    Go Math materials including manipuative, and technology based materials/support for math
    Harcourt Science
    Harcourt Social Studies NYC
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    ESL-Native Language Support is provided through use of bilingual dictionaries, use of cognates, multicultural and dual language libraries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Support Services and resources are provided at high interest-low instructional level to keep students motivated and appropriately challenged but not frustrated. Services and resources are provided/used based on students age and academic performance as well as on their grade 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.
    N/A
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.

1-2. All faculty including Assistant Principal, Bilingual/ESL Coordinator, common branch teachers, cluster teachers, paraprofessionals, bilingual and ESL teachers and specialized support staff (Speech, SETSS, Guidance), secretaries and Parent Coordinator are provided with various professional development opportunities that include BETAC (Bilingual Education Technical Assistance Center) Workshops; citywide, district and CFN workshops; in-house workshops provided by our ESL/Bilingual teachers; inquiry group work. In addition, Consultants and Guest Speakers are brought on site. Professional Development includes the following subjects: best practices in ELL Pedagagy, data analysis, ELL assessment, vocabulary development, new curriculums, etc. Common Core professional development is given to teachers to assist in aligning instruction and is an embedded goal in all PDs provided.

P.S.20 ELL Professional Development Plan

September- Differentiating Instruction for ELLS
Introduction to Go Math
October- ReadyGen Vocabulary Development
Building Reading Comprehension through Close Reading
November- Analyzing the ELL Periodic Assessment
Analyzing NYSESLAT Data
December- ReadyGen Scaffolding Instruction for ELLs
Looking at Student Work
January- Scaffolding Social Studies Lessons for ELLS
Scaffolding Science Lessons for ELLS
February- Incorporating Cognates Into Instruction
Using Visuals and The Power of Talk
March- The Power of Exemplars
April- Preparing for NYSESLAT Administration
May- ELA Test Preparation
State Math test Preparation

3. Support to staff for student transition: Teachers attend an Orientation Meeting at Middle School with students; Middle School speakers are invited in prior to the transition; teachers collaborate with Middle School Teachers; data is shared. The guidance counselor meets with the fifth grade teachers and the school secretary regarding middle school applications and assists meetings regarding application processes and options available to all students.

4. 7.5 hrs. of ELL training includes Professional Development items and instruction on the identification process; ELL periodic assessment training; ELL data analysis; intervisitations, instruction on methodologies, strategies and best practices. Participants are issued certificates with the number of hours completed for each Professional Development activity. These certificates are copied and placed in teacher files. Teachers are responsible for maintaining their own records and ensuring that appropriate documentation is provided to the school for placement in their personell files.

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. ELL Parents are integrated into all aspects of school life including the PTA and School Leadership Team. Parent workshops are held once or twice a week. Special events such as Family Literacy Night, Family ART Night, Family Math Night, etc. are planned. Classes in ESL are provided for parents as well as GED classes. Parent Volunteers are trained through programs such as Learning Leaders and assist and volunteer at school. Our Parent Coordinator schedules family trips to various cultural institutions, museums and performances on weekends. Events are planned by ESL providers, Parent Coordinators, Administrators and Teachers and information is provided in both English and Parent Home Language. Translation is avaiable in the school via the parent coordinator and other school staff.

2. The school partners with Project Hospitality, The Department of Parks and Recreation, New York Cares, The Food Bank of New York, El Centro, The Port Richmond Health Clinic, The New York Public Library, The College of Staten Island, Wagner College, The NYPD, the New York Fire Department, the Jewish Community Center and Health Plus. Speakers are invited to present at PTA Meetings and various workshops. Family Cookshop is a program for Adults aligned with the student Cookshop Program at the school and facilitated through the New York Food Bank. Translation is available in the school via the parent coordinator and other school staff. All partnered organizations are also aware of the need for translation services and provide them when available as well.

3. Parental Needs Analyses are conducted through Parent Surveys developed by the Parent Coordinator and the Bilingual /ESL Team, The Environmental Learning Survey; an open door policy with administration and staff that encourages inquiry and collaboration; availability of a bilingual Parent Coordinator who coordinates Parent Outreach; parental input at PTA Meetings and School Leadership Team Meetings. All written communication is delivered in Spanish and English; all meetings are conducted in both languages. On site staff members are called upon for Spanish and Arabic translation as needed.

4. Parent Workshops are held about twice a week and are a direct result of the needs assessment administered. Workshops include such topics as Health Issues, Special Education Services, Access to ARIS, Discipline, How to Get Involved in Your Child's Education, Financial Literacy, Immingration, Citizenship, Bullying, Homework Help, Shopping Wisely, Educational Standards, Understanding Student Report Cards, How to Get the Most Out of Parent Teacher Conferences, etc. Parent Activities include Family Art Night, Family Literacy NIght, Adult GED Classes, Adult ESL Classes. Parents are encouraged to take part in the Parent Teacher Association as well as the School Leadership Team.

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.

As a school we provide a multitude of opportunities for our students and parents that they otherwise might not experience; activities include but are not limited to attending performances, visiting cultural institutions and museums throughout the city; participating in visual art, music and drama programs; swim instruction for students; participation in Barnes and Noble's My Own Book program, participating in school spirit activities and parent and student leadership programs. These actiities enhance student's background knowledge, vocabulary and motivation which enable them to make real world connections to a variety of content areas. It also helps to build a sense of community which therefore promotes a sense of empowerment and ownership. An incresae of bilingual staff has assisted in improving positive communication between school and home which has led to a greater sense of community. The involvement of parents of ELL's has increased dramatically over the past few years, therby placing an emphasis on the importance and value of education.

Part VI: LAP Assurances

School Name: P.S. 20		**School DBN:** 31R020	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie A. Muñoz	Principal		11/1/13
Annette Steenwerth	Assistant Principal		11/1/13
Nolvia Cartagena	Parent Coordinator		11/1/13
Lupe Walowitz	ESL Teacher		11/1/13
Esmeralda Cabanas	Parent		11/1/13
Cynthia I Rodriguez	Teacher/Subject Area		11/1/13
Ann DeSantis	Teacher/Subject Area		11/1/13
Jessica Mattioli	Coach		11/1/13
	Coach		
Alexander Rivera	Guidance Counselor		11/1/13
	Network Leader		
Edwin Solis	Other Bil. Speech Teacher		11/1/13
Sharlene Velez	Other ESL Teacher		11/1/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R020 **School Name:** The Christy J. Cugini Port Richmond

Cluster: 6 **Network:** CFN604

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

Part A: Needs Assessment Findings

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

An Analysis of Home Language Surveys and the ATS Report of Adult Preferred Language (RAPL) ascertains languages spoken and written by parents and guardians.

In house created Parent surveys are used to assess the particular needs, wants and desires of parents in both English and Spanish.

The annual Environmental Survey is analyzed to assess the level of parent engagement and satisfaction with communication.

Faculty is also surveyed regarding various issues such as; parent out reach, homework help, home school connections, etc..

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.

There is a strong need for multi-language oral and written interpretations {primarily Spanish, a small yet growing population of Yemen and of Meztaco (an indiginous Mexican dialect} regarding not only written communication, but also home school connections, group meetings and one on one meetings or encounters with parents.

Findings are reported to the community through translated written communication (Monthly newsletter, letter to parents) and at the initial Parent Meeting in September which is translated.

Part B: Strategies and Activities

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

Per session funding is used to compensate experienced bilingual staff members to be freed and tranlate written material in a timely fashion.

A Bilingual Secretary is used to translate written communication into Spanish.

Bilingual Parent Learning Leaders are used to help translate written material.

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.

On site faculty members will be compensated via per session activities to conduct and or assist with oral translations at Parent meetings and workshops.

A bilingual secretary and Parent Coordinator are utilized to assist with oral tranlation on a daily basis.

A multi-lingual School Messenger service is utilized.

Phone messages and voicemail are provided in multi languages.

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.

A sign in each of the most prominent covered languages indicating the availability of interpretation services is conspicuously posted at the main entrance.

Parents whose primary language is a covered language and who require language assistance services will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

P.S. 20's Safety Plan includes the procedure for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices.

All school documents will be available in the most prominent covered languages.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 20	DBN: 31R020
Cluster Leader: Jose Ruiz	Network Leader: Richard Gallo
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 2

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: An analysis of of portfolio work, NYSESLAT, the ELL Periodic Assessment, Acuity and teacher made assessments determine student eligibility for supplemental instruction. ELLs and ELLs with disabilities in grades 1, 2 and 3 will be targeted for differentiated, small group instruction in an After School Program. Eight classes servicing approximately 100 students will meet for two hours twice a week on Thursdays and Fridays for 13 weeks beginning January 3rd and ending April 12th. Classes will be grouped by grade and small group intruction will be differentiated for Beginners, Intermediate and Advanced students as indicated by NYSESLAT scores. Student instruction will be provided by ESL and bilingual certified teachers who will plan and co-teach with common branch certified teachers as required. Instruction will include comprehensible input, opportunities for verbal discussion, use of contextualized language, and opportunities for involvement in the the classroom. Teachers will facilitate second language learning by using: -Modeled talk- teachers will use gestures, visuals, and demonstrtions -Vocabualry and reading- students will read extensively in English supplemented by text in native language. Lessons will include read aloud, echo reading, choral reading, guided reading, native language literature and open book discussion. -Students will develop graphophonemic awareness which contributes greatly to children's ability to read words both in isolation and connected texts. In addition, all students will be prepared for the administration of NYSESLAT using test preparation materials.

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: Trends indicate that the number of ELLs is increasing across all grade levels. In addition, the analysis of student portfolios, NYSESLAT, interim assessments and summative assessments indicate a need for increased Professional Development to improve teacher effectiveness. Classes are hetereogeneously grouped resulting in the need to provide Professional Development to Title III Program Teachers as well as all instructional staff across all grades and curriculum areas. Professional

Part C: Professional Development
Development opportunities will be provided in-house at P.S. 20 as follows: Jan. 9th, 2013-9:50- 10:40a.m.- Best Practices in ESL Pedagogy (upper grades)presented by L. Walowitz and S. Velez Jan. 16th, 2013- 9:50-10:40a.m.- Best Practices in ESL Pedagogy (lower grades)presented by I. Figueroa Jan. 30th, 2013- 9:50-10:40a.m.- Vocabulary and Language Development- presented by L. Walowitz Feb.13th, 2013- 9:50-10:40a.m.- Vocabualry and Language Development- presented by I. Figueroa Mar.6th, 2013- 9:50-10:40a.m.-Comprehension Strategies- presented by L. Walowitz and J. Mattioli Mar.20th, 2013- 9:50-10:40a.m.-Comprehension Strategies- presented by L. Walowitz and J. Mattioli Apr. 3rd, 2013- 9:50-10:40a.m.- Writing (upper grades)- presented by L. Walowitz and J. Mattioli Apr. 10th, 2013-9:50-10:40a.m.- Writing (lower grades)- presented by I. Figueroa and J. Mattioli Teachers will be sent to Professional Development workshops presented by our Network's ELL Specialists and to citywide workshops as opportunities arrise. Administrators will also engage in short, frequent cycles of observation with immediate teacher feedback.

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: The analysis of student portfolios, NYSESLAT, interim assessments and summative assessments as well as the School Environmental Parent Survey indicate the need to continue increasing opportunities for parental involvement.All written communication will be translated in addition to all parent meetings and activities. The bilingual Parent Coordinator will facilitate workshops along with P.S.20 staff members and members of different Community Based Organizations. Adult ESL classes are offered at 8:30a.m. for parents throughout the year on Mondays and Wednesdays at the local CYO. GED classes are offered to parents at P.S. 20 at 8:30a.m. every Tuesday and Thursday. Schedule of Workshops: Oct. 12th- 8:30a.m.- Special Education and the ELL child- presented by C. Rodriguez Oct. 30th- 8:30a.m.- ARIS Parent Link-presentred by N. Cartagena Nov. 20th-8:30a.m.-Helping Your Child With Homework-presented by N. Cartagena, L. Walowitz Nov. 28th-8:30a.m.- ARIS Parent Link- presented by N. Cartagena Dec. 5th- 8:30a.m.-ARIS Parent Link- presented by N. Cartagena Jan. 4th-8:30a.m.-Understanding the Common Core Standards-presented by L. Walowitz Jan. 25th-8:30a.m.- Student Assessment-presented by S. Velez and L. Walowitz Feb. 1st- 8:30a.m.-Reading Alouds- presented by I. Figueroa Feb. 15th-8:30a.m.- State Assessments (ELA)- presented by V. Puchkoff and L. Walowitz Mar. 5th-8:30a.m.- State Assessments (Math)- presented by S. Poggi and L. Walowitz Mar. 12th- 8:30a.m.- NYSESLAT- presented by S. Velez and L. Walowitz Apr. 5th-8:30a.m.-Homework Help- presented by I. Figueroa Apr. 19th- 8:30a.m.- Developing Vocabualry-presented by S. Velez and N. Cartagena

Part D: Parental Engagement Activities
Additional weekly workshops will be scheduled as opportunites arrise including topics such as Financial Literacy, Health and Family Issues, Special Ed and Parental Rights. These workshops will be facilitated by our Parent Coordinator and ESL and bilingua teachers as well as visitors from community based organizations including Healthplus, El Centro de Hospitalidad, Make the Road and Wagner College. Curriculum Conferences will be held during the year as well as Parent Teacher Conferences. The Parent Coordinator will send a monthly calendar of events to parents as well as reminder letters of events. In addition, meetings, workshops and events will be outlined in the school's monthly newsletter and posted on the school's website in English and Spanish.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		