



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS/MS 20
DBN (i.e. 01M001): 10X020
Principal: JOAN RILEY
Principal Email: JRILEY3@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: LYNETTE GUSTAFERRO

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
Joan Riley	*Principal or Designee	
Michelle Edelson	*UFT Chapter Leader or Designee	
Sufia Begum	*PA/PTA President or Designated Co-President	
Rosa Rosado	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MaryEllen Devitt	Member/ UFT member	
Wilfred Cadiz	Member/ UFT member	
Alison Plati	Member/ UFT member	
Zulema Rosales	Member/ Parent	
Sandra Hidalgo	Member/ Parent	
Sabia Begum	Member/ Parent	
Omarys Romero	Member/ Parent	
Samirah Albadani	Member/ Parent	
Shahnaz Islam	Member/ Parent	
Blanche Cuevas	Member/ CSA	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
X	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
X	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 10X020

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1101	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	17	# SETSS	N/A	# Integrated Collaborative Teaching	39
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	33	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.0%	% Attendance Rate			91.7%
% Free Lunch	87.3%	% Reduced Lunch			6.3%
% Limited English Proficient	21.9%	% Students with Disabilities			19.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American			6.5%
% Hispanic or Latino	71.8%	% Asian or Native Hawaiian/Pacific Islander			13.4%
% White	7.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.16	# of Assistant Principals			4
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	3.7%	% Teaching Out of Certification			6.3%
% Teaching with Fewer Than 3 Years of Experience	18.5%	Average Teacher Absences			8.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	19.5%	Mathematics Performance at levels 3 & 4			16.4%
Science Performance at levels 3 & 4 (4th Grade)	92.2%	Science Performance at levels 3 & 4 (8th Grade)			53.2%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			Yes
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			Yes
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			No
Economically Disadvantaged	No				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

Annual Goal #1 Reduce the percentage of students in self-contained special education settings through the use of flexible programs to support students in a less restrictive environment.

- Developed flexible programs to support individualized student needs; created an AIS team to support targeted small group learning; grade level teams analyzed the data to identify targeted students for increased academic support and create targeted learning goals to progress monitor.
- Flexible programming met the needs of identified middle school students with disabilities while providing instruction in less restrictive environments.
- Analyzed appropriate student based assessment data and IEPs to determine an appropriate match and entry point into less restrictive environments.

Annual Goal # 2 As measured by the Spring 2013 ELA exam, the percentage of students in grades 3-8 at proficiency levels 3 and 4 will increase by 3%.

- Based on analysis of data SMART goals were identified by the teachers and the students themselves. The SMART goals aligned with the school wide goals.
- Measurement tools for analysis included but were not limited to DIBELS, DIBELS 3D, and DRA, running records, Wilson Foundations, ELA and Math assessments from previous years, interim Acuity scores, LAB-R scores.
- Continued to develop consistency in teaching strategies to insure that questions and routines are differentiated to enable all students including ELLS and SWD's to produce meaningful work products.
- Teachers met in common planning sessions to analyze data and plan and share best practices. Teachers identified the needed learning experiences to close the gap.
- A structural intervention program supported the utilization of licensed ESL teachers to support and deliver ELA instruction on a daily basis to small groups of English language learners including ELLS with IEPs. In the third and fourth grade the ELL teacher was aligned to instructional responsibility for the entire ELA block.
- Collaborative teams reviewed the CCLS and developed and revised curriculum maps with Units of Study that addressed the key skills and strategies identified through data analysis and specifically targeted the instructional expectations for city wide implementation.
- A vertical instructional team meet weekly to review curriculum maps, units of study and performance tasks, rubrics and assessments submitted by grade level teams to insure that the tasks aligned with the CCLS and to develop protocols that supported the development of learning experiences that challenged to teachers to ask open ended questions and demand student analysis and synthesis of the content areas presented. The team provided timely and
- Constructive feedback to the grade level using a consistent feedback form designed by the NYC DOE Common Core Fellows.
- Extended Day sessions provided additional small group instruction for identified at risk students.
- An additional hour of instruction was added to the Extended Day instructional period to further provide assistance and support to students with identified deficits.
- Students participated in a Saturday Academy program in both math and literacy. Classes were formed homogeneously with targeted learning goals established through baseline assessments.
- Additional materials were purchased to scaffold instruction and track and support student progress: Achieve 3000, materials purchased through Rosen and Triumph, etc.
- Enrichment opportunities for our higher level 3 and 4 students were provided in March and April through a Saturday Academy Program.
- Students identified as ELL learners in grades K-2 participated in additional instruction after school to strengthen their performance proficiency in all content areas.
- Teachers participated in Professional sessions with the Network ESL Instructional Specialist including but not limited to understanding language acquisition, vocabulary development, review of student products, performances and teacher modeling and demonstrations through the Danielson lens.
- Literacy Middle School teacher and content area specialists in Social Studies and Science attended a day long literacy retreat- Close Reading, Shared Reading and Word Generation.

Annual Goal #3 Supervisors will conduct 5 to 6 informal and formal observations for each teacher using selected components of Danielson’s research based rubric to improve teacher effectiveness by developing a shared understanding of instructional excellence using a research based rubric. (Danielson)

- School leaders participated in Network lead professional development designed to increase understanding and reinforcement of the effective use of the Danielson rubric to support and develop effective teaching.
- Professional development shared norms among school leaders and teachers for engaging in feedback conversations.
- School leaders observed teachers and provided formative face to face feedback aligned to the school selected Danielson competencies and focused on DOEs citywide Instructional Expectations.
- Continued to build on existing examples of tasks that involved higher order thinking to promote consistency in cognitively demanding curriculum across the grades.
- Feedback delivered continued to build on the development of teaching strategies that insured that questions and routines were differentiated to enable all students including ELLS and SWDs to produce meaningful products.

Annual Goal #4 To improve communications with students and all members of the PS/MS 20 community and to develop confidence and competence in both social and academic performance as measured by the Environmental Survey.

- Introduced PBIS which emphasizes positive adult/student interactions to the school community.
- Created a school wide behavioral matrix of expectations and rules.
- Formed a core PBIS committee to which represented K-8 population to develop a school culture that supported accountability, responsibility, respect and safety.
- Developed an acknowledgement plan to reinforce positive behaviors in all settings.

Annual Goal #5 To increase the number of families who respond to the School Survey by 30% and increase the results of the Learning Environment Survey report from an average of 7.5 to 9.0 by improving communication with parents and increasing participation of parent opportunities to learn about the school and become engaged.

- Conducted grade level parent meetings with the Principal to inform parents about school standings, student progress, and accessing information in ARIS.
- Held monthly School Leadership Team meetings, Title 1 meetings, Curriculum Night, Parent Teacher Conferences.
- Trimester report card system with an additional four progress reports sent home.
- Automated telephone service initiated.
- Hire a new Parent Coordinator.
- Conducted parent workshops to inform parents on each grade level of the state testing formats and expectations.
- Parent Association Meetings were held monthly.
- Parent Orientation Meetings were held regarding the High School application process.
- Family counseling provided through on site Riverdale Mental Health facility.
- ESL classes held for parents during the day and at night.
- Botanical Gardens sponsorship of a “community garden.”
- Boy Scouts and Explorers Club met in the school.
- Moshulu Montefiore After School Program
- CHAMPS volley ball and basketball program.

Describe the areas for improvement in your school’s 12-13 SCEP.

- Student progress
- Continue development of teacher effectiveness practice
- Establishment of vertical instructional focus
- Establishment of consistent and coherent vertical alignment of programs used to deliver CCLS curriculum

Describe the barriers and challenges encountered while developing and implementing your school’s 12-13 SCEP.

- While student performance was maintained student progress was not achieved
- While the process of further developing rigor in our delivering of curriculum and identifying teacher practices that were successful vertically throughout the building was in initial stages
- Challenges to implement teacher effectiveness training required ongoing professional development for both the leadership team and the staff

Programs in both math and literacy were differentiated across the building vertical alignment was hard to achieve.

Describe the degree to which your school’s 12-13 SCEP was successfully implemented.

Areas of need were identified and the initial steps for improvement were implemented. A professional development plan and the materials and resources needed to meet our challenges were initiated. The leadership will continue to provide professional development to support teacher development paying attention to instructional focus in 2013-14

Were all the goals within your school’s 12-13 SCEP accomplished?		Yes	X	No
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If all the goals were not accomplished, provide an explanation.

Students di not meet the improvement goals in ELA and math, however we continue to address this with dedication and commitment.
The goal to increase the response rate on the Environmental Survey needs to be improved. However, while the actual numbers of parent participants decreased, the parent ratings did improve from 2012 – 2013. We will continue to take steps to make progress in this area.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

- To support and engage teachers in ongoing professional development that deepens their understanding of the components of the Danielson Framework to strengthen their teaching practices.
- Provide enough support to teachers to enable them to narrow the gap between what the standards require and what students know and are able to do.

List the 13-14 student academic achievement targets for the identified sub-groups.

The SWD who meet proficiency will increase by 2% on the NYS ELA exam

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will actively support teacher growth through observations, actionable feedback, coaching, and professional development aligned to the Danielson rubric. Leadership will communicate in various ways including groups, one-on-one meetings, and emails. School leaders will facilitate parent workshops, parent conferences and communicate to parents via email, letters and the automated telephone system

Describe your theory of action at the core of your school's SCEP.

Further development of effective teaching will result in increased student progress.

Describe the strategy for executing your theory of action in your school's SCEP.

- New literacy and math curricula across k-8 grades.
 - The school will move to a departmental approach in grades 3-6 to promote teacher effectiveness and student readiness.
 - Establishment of an intervention period and the development of RTI in grades K-8 in ELA.
 - The administrative leadership will also align with specific content areas
 - Flexible program for SWD to permit students to have multiple entry point of learning and multiple support systems
 - Established ELL interventionists for grades 3, 4, 5, 6, 7.
 - Applied for and was admitted to the MSQI
 - Consultants will coach literacy and math teachers in the implementation of new curricula.
 - Provide support to Special Education teachers
 - Provide professional development for the leadership team through the expertise of a Talent Coach.
- Programming in the MS to provide for an intervention period ELL effectively reducing class size and grouping students homogeneously to further develop students reading and writing skills daily.

List the key elements and other unique characteristics of your school's SCEP.

- Departmentalize grades 3-8 in all major content areas
 - Realignment of school leadership to develop expertise and rigor in the delivery of content area.
 - Establishment of an intervention period within the scheduled day, coupled with the development of RTI in grades K-8 in ELA.
 - The alignment of ELL certified teachers to support grades 3-8; ELL teacher in grades 3 & 4 is aligned and accountable for the ELL delivery of the entire block effectively reducing class size.
- Establishment of an integrated co-teaching model in K - 5 and flexible programming in 5-8 to support SWD students.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The assistant principals have been assigned to supervise specific content areas in grades 3-8. New programs in math and ELA support the development and delivery of a more rigorous learning experience to our students. Funding is allocated to support teacher training during the summer and throughout the school year with professional development. The leadership team has been trained in the Danielson Frameworks rubric to evaluate teaching and deliver actionable feedback. We have programmed our classes to provide an intervention period and have staffed our faculty teams with interventionists in order to meet the differentiated needs of each of the grade levels. We have departmentalized the Common Branch teachers in grades 3-6 to support and enable teachers to develop areas of expertise and to increase their knowledge and understanding of how to teach and deliver the CCLS standards which will result in improved student achievement.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to develop strategic organizational decisions to support the school's instructional goals, and meet a variety of learner needs with a special focus on areas of collaboration of faculty so that groups of teachers hold themselves accountable for attaining the school's instructional goals.

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	No Rating
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

- As measured by the spring 2014 ELA exam, the percentage of students in grades 3 – 8 at proficiency levels 3 and 4 will increase by 2%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy – Develop flexible programs to support students' instructional needs.

1. Activity - Departmentalize the major content areas in grades 3-8.(SOP 2.2, 2.3, 2.4,2.5)
2. Activity - Align assistant principals with content specific responsibilities.(SOP 2.2, 2.3, 2.4,2.5)
3. Activity - Reduce class size in grades 4-8 .(SOP 2.2, 2.3, 2.4,2.5)
4. Activity – Implement MSQI in grade 6 to increase literacy comprehension and vocabulary .(SOP 2.2, 2.3, 2.4,2.5)
5. Activity – Implement a literacy intervention program through RTI (SOP 2.2, 2.3, 2.4,2.5)
6. Activity – Implementation of student after-school and Saturday Academies differentiated by student needs, including SWD and ELL students .(SOP 2.2, 2.3, 2.4,2.5)

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

1. Administrators and teachers
2. Principal and Assistant Principals
3. Principal and Assistant Principals
4. Principal and Assistant Principals, MSQI Coach
5. Principal, Assistant Principals, teachers
6. Principal, Assistant Principals, teachers

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

1. Teachers will plan lessons and units to strengthen teaching practices and increase capacity of curriculum.
2. Supervisors will review evidence of teacher effectiveness through observations, feedback, and at common planning time
3. An increase in student performance on formative and summative assessments
4. Administration and results of the DRP will be analyzed by supervisors and teachers.
5. An increase in student performance on formative and summative assessments
6. An increase in student performance on formative and summative assessments

▪ Timeline for implementation and completion including start and end dates

1. All Activities will be implement from September 2013 through June 2014

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

1. Parallel programming supports intervention programs.

2. No cost assigned to this activity
3. Allocate additional teaching staff using Title 1 funds
4. Purchase DRP, scoring services, Coach provided by MSQI
5. Allocate additional teaching staff using Title 1 funds
6. Per Session for 21 teachers 6 hrs per week, 2 supervisors for 6 hours per week, materials and supplement curriculum (after-school and Saturday Academies differentiated by student needs, including SWD and ELL students) Materials include student and teacher instructional curriculum materials.

Budget and Resource Alignment

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

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

TL MS Task Force allocation

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Further develop strategic organizational decisions to support the school's instructional goals, and meet a variety of learner needs with a special focus on areas of collaboration of faculty so that groups of teachers hold themselves accountable for attaining the school's instructional goals. (1.3)

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	No Rating
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 90% of teachers in grades K-8 will develop effective lesson plans aligned with Common Core standards resulting in an increase in the rigor of lesson planning, assessment, questioning and discussion techniques for maximum student performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategy: The school will focus on providing professional development to teachers to improve planning and preparation.

1. Activity - A minimum of 4 classroom observations to observe practice across competencies 1e, 3b, and 3d of the Danielson Rubric (SOP 3.3)
2. Activity - All teacher teams will evaluate student performance data using a protocol for looking at student work to measure teachers' impact on learning. (SOP 3.3 and 3.5)
3. Activity – Teachers will modify lessons according to feedback from observations (SOP 3.3)
4. Activity – Literacy and math teachers in grades 3-8 will receive professional coaching to support the implementation of new ELA and math curricula (SOP 3.2)

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

1. DOE Talent Coach will provide training to supervisors on how to effectively implement the Danielson rubric.

2. Assistant Principals will hold weekly common planning session with grade level teachers to look at student work.
3. Assistant Principals and all teachers.
4. Coaches - 2 Literacy and 1 Math
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By June 2014, supervisors and teachers will agree with the calibrated rating on teacher practice 75% of the time across competencies 1e, 3b, and 3d.
2. The data specialist will analyze the results of baseline, benchmark and NYS rehearsal assessments to measure student growth.
3. Teachers will share successful instructional practices with their peers.
4. Observable increase of student engagement and rigor in classroom observations.
D. Timeline for implementation and completion including start and end dates
1. All teachers will be observed according to their IPC from October 2013 through May 2014
2. A minimum of three times a year between October 2013 and May 2014
3. Beginning September 2013, various common planning sessions and grade conferences will address lesson planning.
4. Beginning October 2013, literacy and math coaches will provide 26 and 15 days, respectively, of professional development.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Supervisors will set up and follow a schedule for teacher observations and feedback.
2. Weekly common preps in grades K-6 (40 preps per year) and daily common planning time grades 7-8 (up to 3 preps per week X 40 weeks)
3. No cost associated with this activity. Teachers use their prep periods.
4. No cost for the Literacy Coaches (1 is provided from the Network and 1 is part of MSQI). Cost for the math Coach is \$15,000

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
TL ELA/Math Student Support allocation											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Refine the use of a research-based framework for evaluating teacher practice, including for those new to the profession, to insure alignment of professional development activities with goals for improved teacher development											
Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	No Rating				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	4.2 Instructional practices and strategies			X	4.3 Comprehensive plans for teaching						
X	4.4 Classroom environment and culture			X	4.5 Use of data, instructional practices and student learning						

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, 100% of teachers will receive at least 4 classroom observations using the <i>Danielson Framework for Teaching</i> ,											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding											
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subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Strategy – Improve teacher effectiveness by developing a shared understanding of instructional excellence using Danielson
- 150 minutes per month related to improving teacher effectiveness related to the Danielson rubric (SOP 4.2, 4.3, 4.4, 4.5)
 - Minimum of 4 observations which will include face to face feedback, written feedback, and next steps (SOP 4.2, 4.3, 4.4, 4.5)
 - Use videos for teachers to analyze and rate based on the rubric (SOP 4.2, 4.3, 4.4, 4.5)
 - Develop a coherent and consistent instructional focus. (SOP 4.3, 4.4, 4.5)
 - Classroom practices and routines will support differentiated needs for all students including ELLS and SWD (SOP 4.2, 4.3, 4.4, 4.5)
 - PLC common planning time will support teachers and teams to develop lesson plans and units to demonstrate increased rigor and multiple entry points (SOP 4.2, 4.3, 4.5)

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

- Principal, Assistant Principals, teachers
- Principal, Assistant Principals, teachers
- Assistant Principals, Teachers
- Assistant Principals, teachers
- Teachers, Coaches
- Assistant Principals, Teacher Teams

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

- Use videos for teachers to analyze and rate based on the rubric
- Feedback and ratings against the Danielson rating would more consistently fall in the effective and Highly effective range
- Progress monitoring would indicate a steady increase in student achievement
- Student products demonstrate the skill of using evidence to support the argument in written work and/or oral discussion
- Lesson plans will articulate data used to formulate groups
- Student assessment results will show increased achievement

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

- Beginning October 2013 ending May 2014
- Beginning October 2013 ending April 2014
- Beginning October 2013 ending May 2014
- Beginning October 2013 ending May 2014
- Beginning October 2013 ending May 2014
- Weekly common planning meetings

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

- No cost associated with this activity
- School leadership will create a schedule for observations
- School leadership will identify appropriate videos
- Materials will be purchased to support rigorous instructional plans
- No cost for the Literacy Coaches (1 is provided from the Network and 1 is part of MSQI). Cost for the math Coach is \$15,000
- Schedule common planning time

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Develop a shared sense of security for students which translates into them feeling physically and emotionally secure as indicated by the Learning Survey							
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	10 & 11	HEDI Rating:	n/a

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
To improve communications with students and all members of the PS/MS 20 community and to develop confidence and competence in both social and academic performance as measured by the Learning Environment Survey To Increase the percentage of students who feel respected by their peers from 32% to 40%, and feel respected by teachers from 63% to 70%.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	<p>Strategy - Continue to develop positive interactions within the school community using PBIS behavioral matrix and structures</p> <ol style="list-style-type: none"> 1. Further develop the PBIS accountability system to acknowledge and reinforce respectful, safe and responsible behaviors exhibited by all members of the PS/MS 20 community. (SOP 5.2, 5.3, 5.4. 5.5) 2. PBIS assemblies to expose students to school goals, tolerance, bullying, and role-playing on how to deal with challenging situations. (SOP 5.3,5.4) 3. Celebrate and acknowledge individual and class achievement for expected behavioral criteria (SOP 5.2, 5.3) 4. Continue to have cohorts of teachers trained in TCI and RTI (SOP 5.2, 5.3, 5.4) 5. Teachers will use model lessons to demonstrate to students the expected behaviors (SOP 5.2. 5.3. 5.4) 6. Partner with the UFT through the Institute for Understanding Behavior (IUB) to provide support to administrators, teachers and staff on how to better deal with children in crisis. (SOP 5.2, 5.3, 5.4)
B. Key personnel and other resources used to implement each strategy/activity	<ol style="list-style-type: none"> 1. Administrators, teachers, guidance, social workers, SBST, dean, and other staff 2. Administrators, teachers, guidance, social workers, SBST, dean, and other staff 3. Administrators, teachers, guidance, social workers, SBST, dean, and other staff 4. Administrators, teachers, guidance, social workers, SBST, dean, and other staff 5. Administrators, teachers 6. Representatives from IUB along with administrators, staff and teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	<ol style="list-style-type: none"> 1. SWIS (School-wide Information System) will be used to collect, summarize, and use student behavior data 2. Increase in the numbers of students who actively participate in the assemblies 3. Increase in the number of students who receive acknowledgements and rewards and a decrease in the number of discipline referrals. 4. Teachers who are trained will reduce the number of reactive strategies and an increase in behavioral support techniques.

5. Decrease in the number of discipline referrals
6. Teachers will develop behavioral support techniques which will reduce the number of referrals to guidance, dean and administrators.

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

1. September 2013 through June 2014
2. October 2013 through June 2014
3. October 2013 through June 2014
4. October 2013 through May 2014
5. October 2013 through June 2014
6. January 2014 through June 2014

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

1. Per Session for PBIS Core team including administrators, teachers, paraprofessionals, guidance counselor and social workers.
2. Funding for student recognition - awards, certificates, etc.
3. Funding for performances related to bullying and self-esteem.
4. No cost associated with the activity
5. Per diem rate to cover teachers to receive training
6. No cost associated with the activity
7. Funding of \$15,000 to cover the partnership with IUB

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

To increase the percentage of parents who feel engaged in an active and vibrant partnership to promote student learning. (NYC Learning Survey page 6)

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Increase the number of families who respond to the School Survey by 10% and increase the results of the Engagement section of the Learning Environment Survey report from an average of 7.8 to 8.0.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and

E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Strategy – Improve communication with parents and increase participation for parent involvement with the goal of building parental capacity. (SOP 6.3 and 6.4)

1. Grade level parent meetings with the principal to inform about school standing, student progress and accessing information in ARIS (SOP 6.5)
2. Monthly meetings with the PA board in order to sustain a strong partnership with the PA (SOP 6.3 and 6.4)
3. Hold parent-teacher conferences in November and March, and additional conferences on an as-needed basis as requested by teachers, administrators and parents (SOP 6.3 and 6.4)
4. Provide workshops, in partnership with the Parent Association, for parents covering topics such as Common Core Standards, Curriculum, City-wide Expectations, NYS assessments, bullying, and others with input from the parents. (SOP 6.4 and 6.5)
5. Institute the *Learning Leaders Program* as an opportunity for parents to be trained and certified to provide individualized instructional support and other school-based support (SOP 6.3)
6. Institute the *Cool Culture Program* to provide families free access to NYC's world-class cultural institutions, providing children with experiences that improve literacy and learning.(SOP 6.4 and 6.5)
7. Participation in the Parent Academy (SOP 6.4, 6.5)
8. Implement School Messenger to provide updated information to families (SOP 6.3, 6.4, 6.5)

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

1. Principal, Assistant Principals, Guidance Counselor
2. Principal and PA Board
3. Principal, Assistant Principals, Parent Association, teachers, guidance counselor, social worker, dean
4. Principal, Assistant Principals, teachers, guidance counselor, social worker, dean
5. Principal, PA Board, Parent Coordinator, Learning Leaders Program representatives
6. Principal, Parent Coordinator, Cool Culture Program representatives
7. Principal, Parent Coordinator, Social Worker, teacher
8. Attendance teacher

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

1. Parent participation at meetings will increase as indicated on agendas and meeting sign-in sheets.
2. As a result of the PA meetings, the principal and the PA will inform the school on upcoming activities and events.
3. Parents will receive Progress Reports and updates from teachers indicating improvement in student achievement and conduct.
4. Parent surveys will be distributed at the conclusion of workshops.
5. There will be an increase in parent volunteers
6. Parent surveys will be distributed to ascertain how many institutions and how often families took advantage of the program.
7. School based team will monitor for an increase in parent engagement
8. Increase in parent participation at announced workshops, meetings, etc. and through surveys.

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

1. Beginning October 2013 through June 2014
2. Beginning October 2013 through June 2014
3. November 2013, March 2013 and various as needed between October 2013 and June 2014
4. Beginning October 2013 through June 2014
5. Beginning October 2013 through June 2014
6. Beginning October 2013 through June 2014
7. Beginning January 2014 through June 2014
8. Beginning December 2013 through June 2014

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

1. No cost associated with the activity
2. No cost associated with the activity
3. Per Session for teachers and administrators for after school / Saturday parent meetings

4. Per Session for teachers and administration
5. Title 1 funding will support the program
6. Title 1 funding will support the program
7. Title 1 funding will support the program

Budget and Resource Alignment

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

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

TL Parent Teacher Conference Allocation

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	Teachers work with students to build vocabulary, comprehension and writing skills. Online program Achieve3000 supplements student programs.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods; extended and Saturday programs.
Mathematics	The programs are designed to strengthen basic math skills with close supervision from a teacher. Students work on problem-solving strategies and how to respond to extended response questions.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods; extended and Saturday programs.
Science	At-risk students in grades 4 and 8 receive extra support in understanding science concepts and strengthening science vocabulary.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods
Social Studies	Support in understanding social studies concepts and strengthening vocabulary	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS identified periods; during UFT 50 minute periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Strategies include social skills, anger management, workshops on interacting in groups, hyperactivity group play	Students work in small and large groups	During the day in class and in sessions.

**Title I Information Page (TIP)
For School 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.
Although our teacher retention rate is very high, the administration continues to recruit new staff through hiring fairs sponsored by the New York City Department of Education, through the use of the Open Market System, and through referral from staff and other colleagues

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).
<ul style="list-style-type: none"> • New teachers, untenured teachers and teachers who are identified for needed support participate in our New Teacher Cohort and receive mentoring from seasoned teachers • The school has a long-term professional development plan that aligns to state standards, assessments and curriculum. Ongoing, compensated professional development is offered to teachers to improve teacher knowledge and increase skills in methods to improve student behavior, differentiating instruction for at-risk students, and aligning CCLS to content area curriculum maps and performance tasks. • The administration also supports teacher opportunities to receive professional development through outside sources at workshops, inter-school visits, etc. • As a professional development school, PS/MS 20 seeks to provide its faculty and staff with opportunities that encourage collegiality through scheduled common planning time, on grade level teams, and working vertically throughout the grades. Each year teachers have the opportunity to apply to be a Teacher Leader, AIS provider, and a mentor, all opportunities that support their own growth. • The principal participates in the Leadership Academy, Administrators attend workshops, and receive training from a Talent Coach,

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title 1 funding is set aside to support students and families in temporary housing. These students receive guidance and counseling support, supplies, books

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.).
To prepare our pre-school students for transition to Kindergarten, the delivery of the ELA and math curricula align with the CCLS. Pre-school students and newcomers to school, attend a kindergarten orientation. They spend the day in a Kindergarten setting, meet teachers and participate in learning activities. The parents participate in an orientation which includes a meeting with the principal and a meet and greet with the teachers. They also observe a Kindergarten class

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are supported in the development of their understanding of long term learning targets and with this knowledge have become astute decision makers as to what measurement they need to use to monitor progress and meet goals.

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. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 020
School Name PS/MS 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 Joan Riley	Assistant Principal Juan Flores
Coach none	Coach type here
ESL Teacher Isabel Kaczmareck	Guidance Counselor John Scanlon
Teacher/Subject Area type here	Parent Sufia Begum
Teacher/Subject Area type here	Parent Coordinator Kia Jones
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	
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 <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1059	Total number of ELLs	209	ELLs as share of total student population (%)	19.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	208	Newcomers (ELLs receiving service 0-3 years)	155	ELL Students with Disabilities	43
SIFE		ELLs receiving service 4-6 years	45	Long-Term (completed 6+ years)	8

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	156	11	7	45		12	8		2	209
Total	156	11	7	45	0	12	8	0	2	209

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
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	33	26	25	14	16	7	25	7	2					155
Chinese			1			1			1					3
Russian														0
Bengali		6	1	5	2	2	1	2	2					21
Urdu		1	1											2
Arabic	2	3	2		1		2	1						11
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian	1	1		1	1		1							5
Other	1	5	3			1		1						11
TOTAL	37	42	33	20	20	11	30	11	5	0	0	0	0	209

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)	10	8	2	2	3	1	5	0	1					32

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)	3	8	11	4	7	1	8	4	1					47
Advanced (A)	19	25	20	13	10	7	17	6	3					120
Total	32	41	33	19	20	9	30	10	5	0	0	0	0	199

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	1	0	0	0	0	0				
	I		4	6	0	0	0	0	0	0				
	A		3	14	12	5	3	9	6	0				
	P		2	5	4	12	5	18	4	4				
READING/ WRITING	B		7	3	1	1	1	4	0	1				
	I		3	11	9	10	2	10	4	0				
	A		0	8	4	7	6	13	6	4				
	P		0	3	3	1	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	11	11	2	0	24
5	6	3	1	0	10
6	22	5	0	0	27
7	10	0	0	0	10
8	3	2	1	0	6
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			0						0
4	14	0	18		3		0		35
5	6		8		0		0	0	14
6	26	0	4	0	3	0	0	0	33
7	7		6		0	0	0	0	13
8	5	0	2	0	0	0	0	0	7
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
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.

Paste response to questions here:

1. Initial identification of ELLs: Early literacy skills are tested using DIBELs and Reading3D in K-3 and using DRP in grades 4-8.

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

Paste response to question here: Analysis of the NYSESLAT and LAB-R tests results indicate that our ELLs need additional supports in the area of writing. Consistently across the grades our ELL students score significantly lower on the writing section of the NYSESLAT.

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](#))

K-8 our ELL students score significantly lower on the writing section of the NYSESLAT. In terms of instructional goals the data call for the targeting of writing skills development as a school wide strategic goal. One goal is to focus on oral language development as a vehicle to support students writing skills.

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?

Paste response to questions here: School wide data patterns indicate that starting in 2nd grade the largest number of ELLs were able to pass the NYSESLAT. We do not administer Periodic Assessments at this time.

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](#).)

Paste response to question here: ELLs are organized into reading groups for purposes of RTI based on their scores on DIBELs, Reading 3D, DRP assessment results. Students who are significantly (two years behind) below grade level expectations are provided with additional AIS services K-8. Tier 3 students are provided small group instruction five times a week. Tier 2 students are provided small group instruction three times a week.

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

Paste response to question here: The focus of our ESL program is English language development. We do not have a bilingual program or dual language program at this time. However, some native language materials have been provided in Spanish and in Bengali for independent reading as part of our classroom libraries.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: Program success is evaluated in terms of students' growth in reading levels, writing skills. Speaking ability is assessed through the use of presentation rubrics. Students' growth in DIBELs, Reading 3D are progress monitored every 4 to 6 weeks.

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](#).)

Paste response to question here:

1. Initial identification of ELLs:

Every year starting in March during K registration we start the initial process of identifying students who come from homes where a second language is spoken. This is part of our intake, an informal interview process, conducted by licensed ESL pedagogues that includes the administration of the HLIS. In September students and parents continue to be interviewed using the HLIS and all identified students are administered the LAB-R by Ms. Daley and Mr. Flores, A.P. 2 of our ESL teacher specialists. Students of all other grades 1-8 are similarly interviewed using the HLIS. Students are administered the LAB-R if they are identified as ELLs based on parents HLIS responses. This process occurs on an ongoing basis throughout the year at the time of registration of all students new to the system. 57.8% of our students are from families that speak a second language in the home.

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.

We conduct parent orientations, show the parent orientation video, and provide parents with information regarding program options during K orientation to all incoming K students' parents in the event that their child qualifies for LAB-R testing and is later found to be entitled.

Parent Program Choice:

In order to ensure that parents understand program options offered by the BOE, the following structures have been put in place:

Parent orientation meetings continue to be held in September for parents of all entering K students. The identification of ELLs process begins with interviews conducted by our out of classroom ESL teachers and Mr. Flores ESL A.P.

Parent orientation meetings are repeated for parents of all incoming students who are new to the system until we are sure that all parents have attended an orientation session and have had the opportunity to understand the programs that serve ELLs available at the DOE.

Similarly, one on one parent orientation and program options information is provided on an ongoing basis for the parents of ELLs that arrive throughout the school year K-8.

Orientation meetings include the presentation of the parent orientation video, which describes the program options available throughout the system. All program options are fully described and parents have the opportunity to ask questions. Our translators on staff include speakers of Hindi, Bengali, Albanian, Spanish, Urdu. These staff members are made available so that parents can ask any and all questions in their native language. Parents receive copies of the parent guide in English, as well as, in their native languages available through the DOE. Parent outreach is done by our family worker for those parents who according to our school data have failed to attend an orientation meeting and or who need to fill out missing paperwork on an ongoing and as needed basis. To date the numbers of parents choosing TBE or Dual Language programs has not been significant enough to support the opening of a TBE or Dual Language program.

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 [\[see tool kit\]](#).)

Paste response to question here: Ensuring the return of Entitlement Letters and Program Selection Form:

Parents are asked to fill out program selection forms upon completion of the parent orientation.

Parents who cannot attend a group orientation session are invited to one on one meetings to watch the parent orientation video at a time that is convenient for them and are asked to fill out program selection forms upon completion of their one on one meetings.

Parents who still fail to come to the school to choose a program are contacted by the family worker by phone or in person and are asked to come in for the program description, to watch the video, and to fill out the program selection form.

To ensure that all required forms are completed and kept on file, our family worker stays in contact with the parents of all entitled ELLs. All required forms are completed, copied, and kept on file.

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.

Paste response to question here: Placement of Students:

HLIS LAB-R identified students are administered the LAB –R. LAB-Rs are hand scored and student is placed in a program according to the LAB-R results. Parents are informed regarding LAB-R results and the entitlement or non-entitlement of their children in their native language. All ELL related forms, HLIS, Program Selection forms, and entitlement letters are copied and kept on file in Mr. Flores, A.P’s office room 110. Every effort is made to communicate with the parents in their native language, Spanish, Bengali, Albanian, and in Urdu, so that parents fully understand the identification, placement process, and program options.

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.

Paste response to question here: In our self contained ESL in K,1, and 2 our licensed ESL teachers are able to administer all sections of the NYSESLAT easily to whole groups. Students in grades 3-8 are grouped and tested accordingly by our 3 out of classroom ESL teachers, Ms. Daley, Ms. Kaczmareck, and Mr. Lynch. Testing schedules and groupings are done by our testing coordinator, Ms. Bunten.

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. [🔗](#)

Paste response to question here: Upon reviewing program selection forms, 2013 case in point, out of 128 incoming K students only 3 parents indicated that they preferred a bilingual program over our current ESL program. Given that we have significant numbers of speakers of other languages, Bengali, Albanian, and Urdu, in order to better serve the needs of the community and for purposes of equity we have significantly invested in providing ESL program services by hiring 6 ESL teachers

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])?

,Paste response to questions here:

1. How instruction in delivered:

1a. P.S. M.S. 20 has established self-contained ESL classes in grades K to 2. In grades 3-8 due to students' departmentalized schedules; 2 ESL teachers have been hired to serve ELL students by either pulling out or by pushing into content area classes to support groups of ELLs. Altogether we have hired 6 fully licensed and certified ESL teachers to serve our population of 232 ELLs. Recent arrivals, as well as, SIFE receive additional ESL support in small groups provided by our out of classroom ESL teachers. 3 out of the 6 ESL teachers are out of our self-contained ESL classrooms. These ESL teachers provide ELL students with support by either pushing in to help students with content being presented, pulling out and reinforcing and/or addressing areas of identified needs, and by providing additional supports according to the ELL students' needs in terms of English language proficiency level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here: Organization of staff:

Students in grades K to 2 receive instruction through ESL methodologies from a licensed ESL teacher in their self-contained classes. In this way, we are assured that our students at all levels of proficiency are receiving the required periods of ESL instruction on a daily basis.

Guided native language instruction is provided in Spanish, in Bengali, and Urdu by our ESL teachers. Educational assistants serving as alternate language paras provide support for Albanian students and for Spanish students in Special Education classes. Students in K to 8 who are not programed in ESL self contained classes are served by our 3 out of classroom ESL teachers on the basis as per Part 154 guidelines for the number of minutes required at each level of proficiency. 7th and 8th grade ELLs are served during the literacy period, as well as, in the content area periods, math, science, social studies, in order to support ELL students at different levels of English proficiency. Students are grouped according to English proficiency levels in order to ensure that beginner and intermediate level students are grouped so as to ensure that they are receiving the required 360 minutes of ESL support services. Similarly, Advanced levels are grouped in order to ensure that they are provided 180 minutes of support services in their content area classes. ESL services for students in Special Education who have ESL services mandated as part of their IEPs are called in for start dates as required and attendance of service minutes is kept up to date by the ESL teachers providing the services in the CSIS system.

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.

Paste response to question here: How content areas are delivered:

Content area classes are delivered in English using ESL based teaching and learning strategies, use of visuals, hands on activities, workshop model, and cooperative learning to promote positive interdependence, simplified English, paraphrasing, scaffolded language and content learning activities, leveled libraries, high interest lower difficulty texts, picture books, bilingual dictionaries and glossaries, different grouping structures, pairings, peer and buddy learning, and alternate assessment systems for social interaction, language learning, and content reinforcement. Particular emphasis is given to students participating in discussions, explaining their answers, to finding evidence in texts, and in upper grades to expressing and defending opinions and developing an argument as outlined by grade level standards in the CCLS.

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

Paste response to question here: 4. Ensuring that students are evaluated in their native language: If students do not pass the LAB-R and they are Hispanic we administer the Spanish LAB. ESL teachers use native language to assess understanding in Spanish, Albanian, Bengali, and Urdu. For state math and science testing purposes native language tests are ordered in advance if tests are

available in the home languages of our recent arrivals. Staff members who speak Spanish, Albanian, Bengali, and Urdu provide native language support and or interpretation services on an as needed basis for students and for parents of ELLs.

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

Paste response to question here: ESL teachers provide literacy instruction grounded in a balanced literacy approach that incorporates listening, reading, writing, and speaking learning opportunities. DIBELS, Reading 3D, DRP, teacher designed formative assessments and rubrics are used to monitor reading, writing, listening, and speaking skills development for all ELLs K-8.

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).

Paste response to questions here: How we differentiate instruction for ELL subgroups:

a. There are 14 students at our school currently identified as SIFE. These students are enrolled in the extended day program, as well as, the Title III ESL after school program. ESL teachers target SIFE students for their Tier 3 small group instruction within their self contained classes and our out of classroom ESL teachers provide them with additional small group and one on one instruction time during the day. Rosetta Stone internet based log ins are provided so that these students can work both during the school day and at home on their letter recognition, letter sound relationships, sight word vocabulary, and other English language basics. Students are also invited to attend our Title III Program on Wednesdays and Thursdays from 3:10 to 4:10 and invited to our Saturday ESL academy from 9am to 12. Special attention is paid to aligning assessments to the linguistic proficiency of students in order to appropriately monitor students' English language development, as well as, their acquisition of content area knowledge.

b. Similarly ESL students, new comers, are targeted for Tier 3 small group instruction 5 times per week within their self - contained classes. Differentiated lessons are adapted to address the needs of these students in terms of their proficiency levels in English with some guided native language instructed provided whenever possible by the classroom teachers and or alternate language educational assistants. In addition this year we hope to also purchase the Newcomers Program by Harcourt that will address students' needs not so much by grade level but by language proficiency level in their second language.

c. For ELLs of 4 to 6 years we have designed an enrichment program that is focused on experiential learning and writing. Students and their parents are enrolled in our Saturday Academies. These students are engaged in field trips to museums, the Bronx Zoo, and the Bronx Botanical Garden in order to develop experiential based background knowledge to enhance vocabulary and support writing development. During the school day teachers focus on developing content area reading strategies, higher order thinking skills, task specific assessments, varied participation techniques, scaffolding of language development, and on specific content learning strategies.

d. ELL students beyond 6 years are also invited to participate in our math enrichment program with a focus on writing. They are also provided with additional test prep materials specifically tailored to the NYSESLAT. In this way targeted instruction includes NYSESLAT formats.

e. Former ELLs are progress monitored every 4 to 6 weeks to ensure their continued English language and content area development. Students who are found to be below grade level expectations are provided AIS services based on their RTI Tier designation.

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?

Paste response to question here: Additional materials include but are not limited to the following: Depending on the grade and on the proficiency level needs of students-

- The New York Empire State NYSESLAT Finish Line for ELLs: English Proficiency (Continental Press)
- Content Connections-Social Studies/Science (Benchmark Education)
- Into English
Harcourt: Trophies ELL Intervention Program
- Rosetta Stone Language Immersion Program
Achieve 2000

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?

Paste response to question here: ELL students with special needs are provided services as per their IEP criteria. Our out of classroom ESL teachers push in to the Special Education classes to provide these students with ESL services and submit start dates, group size, and frequency information in SESIS.

ESL teachers in partnership with Special Education teachers create specifically designed instruction for each special education ELL student according to the specific disabilities indicated in the student's IEP. This includes research based differentiated and intervention strategies along with specific accommodations and modifications of content. Strategies included are as follows: Repetition, Simplifying input (verbal or written instructions), Scaffolding, Total Physical Response (TPR), Extended Time, Teaching one concept at a time and allowing sufficient processing time, categorizing activities, sharing instructional methods with parents for home practice, use of drawing, photographs, and common objects, use of technology, use of sensory feedback techniques (tactile letters), clear and explicit instructions and expectations.

Instructional strategies for ELLs in self contained ESL similarly include: Simplifying the input (verbal and written instructions), scaffolding of information through the use of graphic organizers, Total Physical Response and Role Play, Connections to primary language and cultures through guided native language and through cultural based activities, sufficient "wait time" "think time", sufficient practice and reinforcement activities, ongoing comprehension checks (both oral and written), use of contextual clues, frequent checks for understanding, learning that is learner centered and content driven, accessing students' prior knowledge, building background knowledge, using drawings, photographs, and common objects, categorizing activities, addressing listening, speaking, reading, and writing skills throughout instruction, repetition, and developing parent partnerships through home school communication of skills in need of additional practice.

Students with IEPs in special education classes are provided ESL support in their self contained classes. In addition ELL's in special education are pulled out to receive services from our out of classroom ESL teachers so as to provide these students with exposure time to other ESL students in a less restrictive environment. Flexibility is built into the programming through the programming of our out of classroom ESL specialists. Our ESL 7th and 8th graders have been individually programmed for the content area classes and are provided content area push in support.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

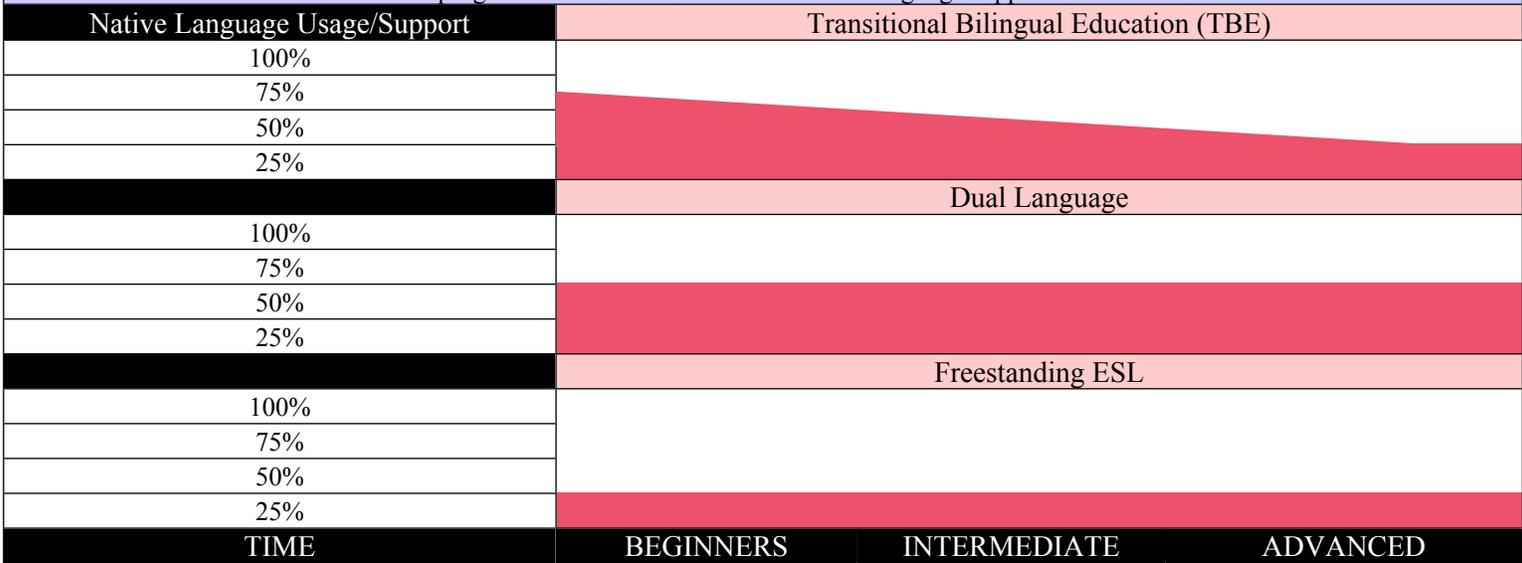
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

Paste response to question here: Targeted intervention programs for ELLs in ELA, Math, and other content areas: Teachers administer benchmark assessment and formative assessments every 4 to 5 weeks. Teachers analyze data results for areas of needed improvement. Teachers form RTI groups and target groups for specific skills that need to be improved upon and focus on re-teaching and on progress monitoring in literacy and in math. Content areas, Social Studies and Science are similarly addressed. Students identified as first time testers in ELA are provided additional support through our extended day program and through our test prep Saturday academies. Targeted recent arrival (0-2 years of service) students are invited to participate in the Title III program for additional math support. Social studies skills for intermediate and advanced NYSESLAT students are addressed through classroom instruction and practice on Document Based Questions and through interdisciplinary units that focus on developing students' ability to read increasingly complex texts and through writing tasks that develop students' critical thinking skills. Targeted 1st and 2nd year ELLs facility in the area of science is supported depending on the grade level through Science Labs or through partnerships between the science teachers and our ESL specialists. We have speakers of Spanish, Albanian, Hindi, Urdu, Bengali on staff. Guided native language instruction is provided by teachers in self contained ESL classes by ESL teachers or by push in or pull out ESL specialists, additional support for teachers in terms of providing guided native language instruction in Albanian is provided by educational assistants who can assist teachers in providing comprehensible instruction for students who are Albanian speakers.

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

Paste response to question here: Our ESL self contained program and our push in pull out ESL program for grades 3 to 8 are proving to be effective in terms of the NYSESLAT passing rates evident this past year. (Numbers)

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

Paste response to question here: Program improvement for this year: Focus will be on getting better at data analysis and progress monitoring of ELL students by modality and growth from one year to the next in each of the modalities. In addition we are looking closely at alignment of assessment tasks to the CCLS and the linguistic level of each of the students. We are looking to match the assessments to the English language level of the students in order to support learning across the content areas.

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

Paste response to question here: None at this time.

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

Paste response to question here: Our CBO Montifiore Community Center provides many of our ELLs in grades K-8 additional homework help and opportunities to participate in arts activities after school on Mondays through Fridays until 6pm. This program is especially important to our parents who work and are not able to pick up their children until 6pm. This program is also supports parents who are non English speakers and who thus may not be able to help their children with their homework. 12. Equal Access to programs:

All ELLs are eligible and entitled to participate in our self contained ESL program. ELLs with additional needs are invited to attend both the extended day program from 2:20pm to 3:10 pm and our math enrichment after school program, from 3:15 pm to 4:15 pm on Wednesdays and Thursdays. ELL students are also invited to our Saturday academy for ELA and Math test prep. Finally, we schedule field trips to help build background knowledge and to support writing development based on real life experiences. ELLs are encouraged to participate in our music program (lower school and middle school chorus) and in all our middle school sports programs.

13b. Supplementary services at this time include: Title III Math Enrichment Program paid through Title III. ESL for parents program. Title III math enrichment program to better prepare students for the New York State Mathematics test. Special attention is paid to students who are recent arrivals and who are required to take the math test.

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

The New York Empire State NYSESLAT Finish Line for ELLs: English Proficiency (Continental Press)

- Content Connections-Social Studies/Science (Benchmark Education)
- Into English
- Harcourt: Trophies ELL Intervention Program
- Rosetta Stone Language Immersion Program
- Achieve 2000

Use and programming of ELL students in 3 computer labs: One each for students in K-2, (3,4,5) and (6,7,8)

- ELLs are provided with all of the same materials as our general education students. In addition, we use Harcourt Into English, Highpoint, Rosetta Stone,
- Smart Boards with interactive programs
- Newcomers Program by Harcourt
- Leveled libraries, bilingual dictionaries and glossaries, thesauruses.

* multicultural books, and native language content area books in Spanish, Bengali, and Mandarin are purchased for our ESL classroom libraries for students to use during independent reading and for learning content in their native language.

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

Paste response to question here: Guided Native Language instruction is used by our ESL teachers who speak Spanish, Bengali, Urdu. Alternate language paras provide native language support in Albanian.

We have hired teachers and or educational assistants who are speakers of Bengali, Hindi, Urdu, Albanian, and Spanish. Students receive guided native language instruction within our self contained ESL program. Native language materials are used as forms of multicultural enrichment and as content learning resources.

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

Paste response to question here: Required services support and resources are provided by licensed ESL teachers in our self contained ESL classes in K, 1, and 2. Grade level and age appropriate supports are provided by our out of classroom ESL specialists for grades 3-8.

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.

Paste response to question here: We do not have a program for newly enrolled ELLs over the summer at this time. Most of our newly enrolled students are K students. Starting in March of the previous school year all students including our to be identified and enrolled ELLs are administered a basic literacy assessment ,as well as, a battery of physical assessments by our OT PT specialists. Parents are provided with information as to what students should know and be able to do before they enter school in September. In this way parents can work with their students from March to September.

During the regular school year identified ELLs are provided extended day instruction on Wednesdays and Thursdays from 2:20 to 3:10 and are also encouraged to attend the Title III program from 3:10 to 4:10 on Wednesdays and Thursdays. ELLs are also encouraged to attend our Saturday Academies for test prep.

18. What language electives are offered to ELLs?

Paste response to question here: None at this time.

19. For schools with dual language programs:

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

Paste response to questions here:

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.

Professional Development and Support for School Staff:

As the Assistant Principal and ESL Program Coordinator, I attend monthly professional development meetings provided by our network. Upon my return to the school I provide turnkey professional development to the principal and to the other APs. As a community we are involved in a differentiated teaching and learning professional development initiative. We have ESL teachers working at every grade level K-8 who serve as specialists in providing their common branch colleagues professional develop in terms of addressing the needs of ELLs. ESL teachers meet with the ESL coordinator once a month for professional development in order to serves as liaisons and advocates for our ELLs. We are currently working on the writing of tasks that align both with the CCLS and the New York State standards that are differentiated according to the content and linguistic level of our ELLs. Guidance counselors meet with me weekly during academic intervention services meetings during which we discuss the needs of ELLs in general, as well as, discuss the particular interventions needed by specific ELL student groups eg. ELLs moving from elementary to middle school grades. At the beginning of the year our secretaries in our front office receive professional development on the rights and the procedures of our ELL parents and students before start of the registration process. Professional development is provided at the beginning of every year in order to revisit with our OT PT and speech therapists the rights and the needs our ELLs that they service in light of each specialist creating a schedule that will meet the needs of our ELLs.

1. ESL teachers are provided with professional development in the following areas:

- Understanding the NYSESLAT: Focusing on Writing Exemplars and Test Format at each grade level.
- Using Assessment to Differentiate Instruction
- * Differentiating Teaching and Learning for ELLs K -8
- * Writing Interdisciplinary Curriculum in light of the CCLS.
- * Writing assessment tasks that are aligned to the CCLS, the New York State standards, and that are differentiate to the linguistic level of the ELL students that are to be assessed.

Danielson's Framework: Professional Teaching Practices

2.

We are a K to 8 school. Our ESL teachers in K-2 are self -contained. Our 5th grade ELLs are grouped so that the ESL teachers can push in and provide needed ESL services. Starting in 6th grade we begin introducing our ELL students to content area specialist with the ESL teacher pulling students out to support and reinforce content area learning. In this way ELLs are supported in transitioning to middle school grades in 7 and 8 and to content area specialists.

3. 7.5 Jose P. training for other staff members.

7.5 hours of Jose P. training is scheduled annually for new teachers and is part of our new teachers training cohort work.

Sessions include the following:

Session 1: Overview of ELLs, ELL identification, Programs, and Rights: Language and Literacy

Session 2: Review of Research on Language and Literacy

Session 3: Teaching and Learning of Language Arts

Session 4: Formal and Informal Assessment of ELLs.

Session 5: Applications and Practices that Support ELLs

Session 6: Learning Experiences and ELLs

Session 7: Parent and Family Involvement

Agendas and sign in sheets are generated and kept on file in Mr. Flores' office, room 110.

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?

Paste response to questions here:

Parent Involvement:

1. Parents are invited to attend orientation meetings, curriculum night, parent teacher conferences, and parent workshops on how to help students with homework. In addition, parents of ELLs are invited to attend field trips with ELL students as part of our enrichment and interdisciplinary writing program. Translations services are provided on an ongoing and as needed basis in Spanish, Bengali, Albanian, and Urdu.

Finally, we will redouble our efforts to invite parents in during the instructional day to observe their children's classes and to participate in interactive learning activities and learning celebrations.

2. CBO partnerships

Our school has a partnership with the Mosholu Community Center. This CBO provides parents of ELLs with childcare until 6pm. In addition, this CBO engages students in arts, activities, and provides homework help in English and in native language.

Translation services are provided by staff members on an as needed basis in Spanish, Bengali, Albanian, and Urdu.

Parents are invited to attend ESL, GED, and citizenship classes.

3. Evaluation of parent needs:

Our survey forms ask parents for information regarding their needs, goals and expectations for our ELLs and program preferences. In this way every year surveys are conducted to assess ELL parents' needs, expectations, and program preferences.

4- How our parental involvement activities address parent needs:

Our parent involvement activities address parents' needs in the following ways:

- Adult classes from 6pm to 9pm on Tuesdays and Thursdays for GED and ESL.
- ESL classes for parents during the day 9am to 11 Mondays, Tuesdays, Wednesdays, and Thursdays.
- Parent workshops on academic standards, grade level expectations, and homework help.
- Referrals to mental health clinics and other social service agencies.

On site mental health clinic partnership with Riverdale Mental Health Clinic

* Financial Planning Workshops for Parents

Translation services are provided in Spanish, Bengali, Albanian at all workshops for parents by staff members who are speakers of these languages.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS/MS 20

School DBN: X020

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joan Riley	Principal		1/1/01
Juan Flores	Assistant Principal		1/1/01
Kia Jones	Parent Coordinator		1/1/01
Isabella Kaczmarek	ESL Teacher		1/1/01
Miguel Agostini	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Gail Giordano	Coach		1/1/01
Linda Rosoff	Coach		1/1/01
John Scanlon	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

Based on an analysis of the RHLA (ATS) - Home Language Report - There are 6 language groups that may need Language Translation and Interpretation services. We have on staff teachers and educational assistants that speak the following languages and thus able to provide parents with language, translation, and interpretation in: Albanian, Bengali, Spanish, and Urdu. For speakers of other languages arrangement will need to be made through the parents association and or in advance with the Translation Unit.

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

The findings of the RHLA as described above were reported out through parent association meetings and through the use of signs posted at the entrance to the school indicating the availability of translation services as needed upon request.

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.

All communications to parents are sent out in Spanish and in English. Depending on the nature of the communication if a particular language group is being invited for a given event every effort is made to send out the parent communication in the native language of the targeted group, eg. Albanian, Bengali, Urdu.

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.

Oral interpretation services are provided in house for speakers of the following languages: Albanian, Bengali, Spanish, Urdu. Parent association has been able to provide parent translators for Arabic speakers.

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>.

Signs and posters indicating the availability of translation and interpretation services are posted at the main entrance.

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: PS/MS 20	DBN: 10X020
Cluster Leader: Douglas Knecht	Network Leader: Bob Cohen
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 193 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 7 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III program this year will focus on literacy development and the skills necessary to meet proficiency on NYS assessments. The program aims to develop the competencies necessary for learning on par with English speaking peers in standard curriculum instruction. The program will emphasize the affective skills necessary for reading and writing academic success in the classroom and on standardized tests.

ELL students in grades K through 8th are targeted for participation.

Program days are Wednesdays and Thursdays from 3:15 to 4:15pm.

Students in some of our testing grades will be invited to our ESL Saturday Academy from 9 am to 12 noon.

Field Trips will be scheduled once a month to build on real world experiences. Parents will be invited to attend these field trips in order to build a parent and school partnership.

The language of instruction will be English with guided native language instruction in Spanish, Bengali, and Urdu.

The program will be supported by 7 certified ESL teachers. Three content-area teachers will co-teach with our ESL teachers.

Materials to include:

English Now and English Now Writing

Getting Ready for the NYSESLAT

Getting Ready for ELA Assessment

Leveled Classroom Libraries

Earobics

Trade Books/ELL Library

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Rationale: The focus of our professional development is to develop teachers capacities in supporting both language development and content area learning on the part of our ELL students. Participating ESL teachers will be invited to attend the following monthly workshops on the 2nd Mondays of the every month from 2:30 pm to 4 pm from Dec. 2012 to May 2013.

1. Assessing and Teaching Reading to ESL Students
2. Assessing and Teaching Writing to ESL Students
3. Strategies and On-Going Support for Teaching ESL Students At-Risk
4. Aligning Instruction to CCLS and Linguistic Proficiency Levels
5. Collaboration between Content Area Teachers and ESL Teachers

Workshops will be provided by Mr. Flores, ESL coordinator in partnership with ESL teachers: Ms. Torres, Ms. Padilla, Ms. Kazcmarek, Ms. Cohen, Ms. Diaz. Reading and writing specialty teachers will collaborate in the professional development session. A study group will be formed to focus on practical strategies to make reading skills transparent and accessible to struggling readers. The book for the group is *When Kids Can't Read—What Teachers Can Do* by Kyleene Beers.

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:

Parent workshops will be scheduled to build parents' capacity to support their child's development in reading and writing. Workshops will focus on a variety of topics including "Tips on How to Help Your Child Succeed in School", "How to use Rosetta Stone", Understanding the NYS Assessments and Understanding the Outcomes."

Workshops will be conducted on Saturdays from 9am to 11am once a month starting in Dec. 2012 to

Part D: Parental Engagement Activities

May 2013.

Workshops will be presented by ESL teachers, content-area teachers, and other appropriate staff.

Parents will be notified through flyers and through phone calls made by our Family Worker, Ms. Diaz. All flyers and notices to parents regarding workshops and/or meetings will be translated into our most common languages which are Spanish, Arabic and Bengali. We also provide translators at our meetings and workshops through the use of either staff or parent association members.

Part E: Budget

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

Allocation Amount: \$32,546

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

