

**COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

UPDATED 2014-2015

School Name: THE CLINTON HILL SCHOOL
DBN (i.e. 01M001): 13K020
Principal: LENA JOHNSON - BARBERA
Principal Email: LBARBERA@SCHOOLS.NYC.GOV
Superintendent: BARBARA FREEMAN
Network Leader: CYNTHIA J. FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lena Barbera	*Principal or Designee	
Winsome Richards	*UFT Chapter Leader or Designee	
Vacilla Caldeira	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Salena Zimmerman	Member/ Parent	
Jane Flanders	Member/ Parent	
Elsa Ransom	Member/ Parent	
Lavina Dixon	Member/ Teacher	
Opal Morrison	Member/ Teacher	
Marcel D. Lashley	Member/ School Social Worker	
Rachael Webster	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 100% of classroom teachers will improve their instructional planning methods and strategies in alignment to the Danielson *Framework of Teaching* to foster effective practices in designing coherent instruction, component 1e, to yield rigorous instructional practices, and academic student growth as demonstrated by a 1/2 point increase to the average student performance score on the NYS ELA test.

Comprehensive Needs Assessment

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

Capacity Framework Elements Rigorous Instruction and Collaborative Teachers

The 2013 -14 Elementary School Quality Snapshot revealed that 28% of our students in grades 3, 4 & 5 met state standards on the NYS ELA test with an average score of 2.6 out of 4.5. 25% of students met standards on the NYS Math test with an average score of 2.5 out of 4.5. The evidence and data collected during formal and informal observations of teacher practice, the examination of lesson/ unit plans, and student work samples as these areas relate to Domain 1(Planning and Preparation of the Danielson Framework), revealed that our instructional plans need to be refined to ensure that teachers are making purposeful connections between the instructional shifts and the content being taught. Current academic tasks and activities need further refinement in order to ensure rigorous habits and higher order skills. More emphasis must be placed on crafting differentiated academic tasks and activities that provide students with appropriate entry points and scaffolds to support their advancement through the tasks and activities. As per the 2011-2012 Quality Review; 'the school needs to ensure that the standards - based curricula being implemented offers a wide range of rigorous and engaging learning experiences, across grades for all students in order to accelerate student progress'.

Instructional Strategies/Activities

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

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

1. Teachers will analyze baseline, formative and summative assessment data to inform planning from a variety of sources: Fountas and Pinell, MOSL Writing Performance Based Assessment, Pearson Benchmark assessments in ELA.
2. Teachers will plan rigorous Common Core aligned lessons that meet the needs of all learners during their horizontal teacher team meeting.
3. Teachers will receive support for student work analysis through school wide collaborative inquiry sessions led by the Instructional Coach and teachers.
4. Teachers will participate in a variety of Professional Learning activities such as Network 612- Instructional Shifts in Literacy, vendor led training (Pearson), Foundations and ReadyGen training and Discussions for Learning training (to improve the understanding and the use of academic vocabulary.)

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

1. The Assistant Principal / Testing Coordinator will create a school wide assessment calendar. The Instructional Coach prepares data spread sheets and distributes them to grade level teams for collaborative analysis with administration to determine gaps of students' learning revealed by the baseline, mid year benchmark and end of the year assessments. Teacher created and unit assessments are also analyzed in grade level teams.
2. Teachers will receive support from the Instructional Coach during professional learning meetings as outlined by the UFT contract. The Danielson Framework, related resources and planning templates will be distributed.
3. Teachers will receive support for student work analysis through school wide collaborative inquiry sessions facilitated by the Instructional Coach, Administration and/ or Network 612 support staff. Student outcomes will be used to refine lesson and unit plans, assignments and activities.
4. Professional learning meetings (*contracted 80 minutes weekly*), led by *Instructional Leaders*, provide turnkey information from external PD sessions, as it pertains to Domain 1(Planning and Preparation, Meetings led by Network 612, city -wide and curriculum vendor professional development activities will support teachers as they continue to refine the newly adopted literacy curriculum (*ReadyGen*) and plan instruction aligned to the *Instructional Shifts*. We will provide professional reading materials aligned to the development needs of the staff.

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

1. Growth will be measured against the item analysis from baseline, formative and summative assessments. Teachers align planning and practice to surfaced gaps. The Instructional Coach will lead on-site professional learning aligned to support designing rigorous coherent instruction.
2. Teacher teams will examine planning documents regularly at professional learning sessions and rate them against researched based rubrics. Student work products that resulted from the specific plans will be analyzed.
3. Administration will provide evidenced based feedback to the Instructional Coach and individual teachers relative to the effectiveness of planning documents and instructional delivery.
4. Teachers will be scheduled on the PD calendar to turnkey information learned during external PD. The Instructional Coach & administrators will be scheduled on the PD calendar to turnkey information learned during Network meetings.

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

1. November 2014, January 2015, March 2015 and May 2015
2. On – going Sept 2014- June 2015
3. Monthly October 2014 -June 2015
4. Weekly September 2014 - June 2015

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

1. Formative assessments are administered according to a school wide calendar 4 times per year.
2. Weekly of professional development as per the UFT contract stipulation will be utilized for data analysis, inquiry team and professional learning activities. Common preps are scheduled across each grade at least twice per week to facilitate horizontal teacher team planning. The Instructional Coach will provide individual support as scheduled.
3. Evidenced based feedback is shared with the Instructional Coach and the Professional Learning Team to inform planning of weekly professional learning sessions and individualized support during preparatory periods.
4. Per Diem funds will be budgeted to hire substitute coverage so staff can attend offsite PD.

Strategies to Increase Parental Involvement

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

Monthly parent workshops are scheduled starting in Winter 2014 through Spring 2015. Topics include: CCLS and the instructional shifts, setting high expectations, defining *rigorous instruction*, *creating an Environment in which each student is expected to learn at high levels* and supporting your child at home. Parents are provided with printed information on homework policies, monitoring and supporting student’s work at home. Teachers will send home sstudent work folders are sent home regularly for parent review and comment.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015 100% of students in K-5 will demonstrate an increase of at least 1 achievement level as measured by the New York City Performance Assessment in Math (MOSL) Performance Based Rubric.

Comprehensive Needs Assessment

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

Capacity Framework Elements Rigorous Instruction and Collaborative Teachers

According to our 2013-14 School Quality Snapshot ; 25% of our students met State standards on the State math test; the average score was 2.5 out of 4.5. In order to raise the average score, an emphasis will be placed on the Number and Operations in Base Ten domain and fluency across grades K-5. Our review of student work samples using the “*Getting to the Root Cause*” protocol revealed that our students who scored below the benchmark standard struggled with number sense and fluency. The results of Math Performance Assessment (MOSL) administered in the fall of 2014 also revealed a lack of number sense and mathematical fluency. In order for students in grades K-5 to increase their proficiency or exceed state standards on the State math test, PS 20 teachers affirm that students must be able to develop number sense and compute quickly and accurately.

Instructional Strategies/Activities

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

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

1. A baseline MOSL , mid – year benchmark and a summative unit assessments will be administered to measure evidence of students’ learning, gaps and monitor progress.
2. Lead teachers will participate in the Network 612 CCLS Math Study Group and Vertical Coherence in Mathematics Institute to facilitate turnkey sessions to classroom teachers during on – site professional development.
3. Teachers will engage in collaborative planning sessions where an emphasis will be place on subitizing, cardinality principles, decomposing and composing, estimation, math vocabulary, and place value concepts.
4. Rituals and routines building fluency will be executed daily for 10 – 15 minutes daily
5. Rich mathematical tasks promoting problem solving and open-ended questions requiring critical thinking skills will be incorporated into lesson and unit plans.

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

1. Testing Coordinator, teachers and Instructional
2. CFN 612 support staff, the Instructional Coach and classroom teachers
3. Instructional Coach and classroom teachers using Envision, EngageNY and Exemplars Inc. resources
4. Classroom teachers using Envision, EngageNY and Exemplars Inc. resources
5. Teachers, Exemplars performance based math tasks, NYS math rubric and NYC MOSL Math Performance Based Assessments and the Envision math program

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

1. Ongoing progress monitoring by teacher and students, anecdotally and quantitatively from the 4 assessments
2. The impact of monthly professional development sessions will be evaluated based on evidence in lessons plans created.
3. The impact of collaborative planning sessions will be evaluated during informal observations of math instruction.
4. Fluency sprints will be used to assess the impact of daily routines.
5. Administrative review of math lesson plans

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

1. October 2014, December 2014, February 2015 and May 2015

2. Monthly beginning in October 2014 – May 2015
3. Weekly beginning in September 2014 – June 2015
4. Daily beginning in September 2014 – June 2015
5. Periodically beginning in September 2014 – June 2015

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

1. Assessments will be scored collaboratively during weekly 80 minute PD on Mondays as per UFT contract and during common planning periods.
2. Network 612 facilitates full day monthly professional development sessions for lead teachers. Substitute teachers are employed to allow lead teachers to attend off –site PD.
3. Common planning periods are scheduled three times per week and the 80 minute Monday PD will serve as the structure for this work.
4. Daily routines will be implemented in addition to the math instructional workshop
5. Response to Intervention (RTI): students receiving daily RTI tier 1 in small groups and RTI tier 2 for 20 – 30 minutes 3- 4 times per week are performing below the grade instructional level as measured by New York City Performance Assessment in math

Strategies to Increase Parental Involvement

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

Teacher led workshops will be scheduled for parents to develop awareness of the math standards and instructional methodologies their children experience. Ongoing communication with families on their child's progress during Parent teacher conferences and Tuesday meetings as needed. Families as Learning Partners – each month parents are invited to their child’s classroom to participate in math activities. Teachers send home progress reports twice a year and provide parents with assessment results. A narrative report on student’s progress (one page minimum) is provided 3 times per year.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 100% of our K-5 students will engage in rigorous vocabulary learning and show progress on the MOSL and NYS ELA Assessments.

Comprehensive Needs Assessment

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

Capacity Framework Elements Rigorous Instruction and Collaborative Teachers

NYS ELA and MOSL data were examined across grades K- 5. Gaps were surfaced revealing deficits in the areas of reading comprehension as it relates to vocabulary. These deficits were consistent across the grades. Upon analysis of student work samples during inquiry team meetings, teams noticed a lack of competency in close reading skills, academic vocabulary, and comprehension of complex text. In order to allow students to access and comprehend complex text, vocabulary instruction is needed across content areas

Instructional Strategies/Activities

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

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

1. During weekly common planning sessions, teachers will identify tiered vocabulary words that appear in instructional materials from Discussions 4 Learning and ReadyGen across content areas.
2. Conduct vocabulary lessons that uncover the critical vocabulary in text, prior to reading.
3. Professional development will support teachers in designing lessons to include vocabulary concepts, primary grade read - aloud, and upper grade chapter books will be conducted.
4. Teachers will receive hard copies of CCLS research relative to tiered vocabulary. Tiered vocabulary words that appear in content area materials will be compiled, maintained and shared with all service providers.
5. Visual vocabulary support and illustrations (interactive word walls) will include cognates, morphology and word associations on various word walls.
6. Using Discussions 4 Learning and ReadyGen, students will engage in extensive vocabulary practices: guided discussions to encourage critical thinking and listening to others.

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

1. The Instructional Coach facilitates all teacher support using resources from ReadyGen and Discussions 4 Learning.
2. Teachers will include vocabulary in all daily lesson plans across content areas.
3. Administration and the professional learning team will provide periodic workshops on vocabulary lesson planning and strategies.
4. Teachers will extract from common text sources across the grades and share with service providers. Teachers will share professional learning gained during offsite PD during inquiry sessions across specific grades, and school wide meetings.
5. Functional word walls are prominently displayed in all classrooms.
6. Teachers ensure that vocabulary work is included in daily homework assignments.
7. Students will maintain vocabulary notebooks.

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

1. The Instructional Coach facilitates all teacher support using resources from ReadyGen and Discussions 4 Learning.
2. A vocabulary section will be included and written out in all daily lesson plans across content areas.
3. Administration will periodically review and examine weekly plans.
4. Tiered vocabulary words will be extracted from common text sources across the grades and explicitly taught. Teachers will share professional learning gained at offsite PD during Inquiry Team sessions across specific grades, and school wide meetings.
5. Functional word walls are prominent in all classrooms.
6. Vocabulary work is included in daily homework assignments.

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

1. Formative assessments are administered three times per year: December 2014, February 2015 and March 2015.
2. September 2014-June 2015
3. Administration will provide evidence based feedback to individual teachers bi-weekly October 2014 –June 2015
4. Teacher teams will meet weekly beginning mid-September 2014 – June 2015
5. October 2014 – June 2015
6. September 2014 – June 2015 implementing vocabulary lessons and strategies that will development student vocabulary.

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

1. Response to Intervention (RTI): Students receiving RTI tier 2 will receive 20 minutes additional support three times per week.
2. Teachers use the various components in the Periodic Assessment to gauge areas of weakness and create lessons that target specific skills and/or strategies.
3. The Danielson Framework for Effective Teaching is used to calibrate teacher practice across the school
4. The SBO vote now includes 80 minutes for professional development on Mondays and Tuesdays which will be used in part for training in Discussions for Learning Program
5. Common Preps scheduled across each grade three times a week to facilitate common planning
6. Inquiry Meetings PreK-5 Mondays weekly.

Strategies to Increase Parental Involvement

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

Teacher led workshops will be conducted for parents to develop awareness of the standards and instructional methodologies their children experience. Ongoing communication with families on their child's progress during Parent Teacher Conferences and during scheduled Tuesday meetings as needed. Our Families as Learning Partners take place monthly where parents are invited to their child’s classroom to participate in literacy activities taught throughout the curriculum. Teachers send home progress reports twice a year and provide parents with their child’s assessment results.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Support for Foundations Double Dose, Readygen, CCLS aligned Literacy Curriculum, Reading Conferences Tiered RTI	Push-in model/one-to-one and/or small group / exchange instruction one-to-one and/or small group instruction	During the school day: Targeted afterschool instruction contingent upon budget: small group instruction
Mathematics	During the school day: Support development of math concepts with a focus on Number sense and computation Fluency using EngageNY CCLS aligned curriculum- Envisions Exemplars	Push-in model/one-to-one and/or small group / exchange instruction one-to-one and/or small group instruction	During the school day/ small group Targeted afterschool instruction contingent upon budget: small group instruction
Science	Providing services for students who were identified as at-risk in science. 4, and 5th graders who deemed at-risk based on beginning of the year assessments. Inquiry Based units of study. Foss/ Harcourt. Content and skills are infused through non-fiction guided reading literacy units; Guided Reading focused on nonfiction	Small group, differentiated instruction. Teachers employ tenets UDL. RTI tiered intervention	During the school day/ small group differentiated instruction in class. RTI tiered intervention
Social Studies	Providing services for students who were identified as at-risk in Social Studies. ,4 and 5th graders who deemed at-risk based on beginning of the year assessments. CCS Library tasks. Content and skills are infused through non-fiction literacy units, as well as experiences based on the CCLS.	Small group, differentiated instruction. Teachers employ tenets UDL. RTI tiered intervention	During the school day/ small group differentiated instruction in class. RTI tiered intervention
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provides intervention for students at academic risk due to social, behavioral or nonacademic factors. focus on; anger management, bereavement, girls group, support for peer related and domestic issues that impact on the students daily functioning.	Small groups One to one, Push in	During the school day

Psychologist, Social Worker, etc.)

Provides intervention for students at academic risk due to social, behavioral or nonacademic factors. Performs informal assessment and observations for students at risk. Supports teachers in the development of behavior management plans.

Teacher in-service. **Occupational Therapist** trains staff on strategies and techniques, performs informal assessments on at risk students. **Inter borough Mental Health Clinic** is on site and serves students and families through intake and referral.

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

1. 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 *TAS Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
Our strategies to attract Highly Qualified Teachers are embedded in or administrative practices. It is our intent to support teachers by following set of performance standards that are imbedded in a research based framework that will enhance teacher skills and move them towards full proficiency. When necessary, we make use of the Title I set aside funds for assisting teachers to achieve a Highly Qualified designation. If we have the opportunity to hire a new pedagogue we conduct a rigorous interview process where our levels of expectation are made clear at the onset. Our questioning of candidates exemplify our standards and tests the knowledge base and experience of the candidate Before being hired, a demo lesson is scheduled and observed by the administration. As we train and develop our new teachers, they are told, that they will be observed a minimum of eight times per year to support their development and enhance their teaching effectiveness. While teaching, they are directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. It is our expectation that all our Highly Qualified pedagogical staff maintain the highest degree of competency to strengthen our instructional core, increase student achievement and meet our school wide goals

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).
Professional Learning opportunities will be available for all teachers and para-professionals in the area of instruction, Instructional shifts, The Danielson Framework and student goal setting. Continued network support to bring in "experts" to facilitate our professional learning. Continuation of our professional development model which includes our network coaches, administrators, lead teachers and in house teacher turnkey. Data Specialist supports teachers in a uniform format, sharing student outcomes and the implication these outcomes have on practice. Continue using the inquiry team model as a vehicle for sharing practice and collaboration.

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.).
Consolidated funds are used together with other federal, state, and local funds, in order to upgrade the entire educational program of our school. Coordinated planning is accomplished by ensuring that staff members responsible for implementing all the Title 1 formula programs are involved in planning for how Title I money will be used. We also ensure that any Title I funded staff members are given time to work with the staff members that manage the other programs. Staff members in conjunction with SLT members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how Title I money should be used.

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.).
<ul style="list-style-type: none"> • Coordinating the professional development activities of preschool and kindergarten teachers in order to align pre-kindergarten and kindergarten curricula and goals. • Kindergarten and pre-kindergarten teachers are scheduled to visit each other's classrooms; and The Pre K teacher provides the future kindergarten teacher with children's work folders or a written record of their learning during preschool.

- Information about a child’s experience in Pre K is shared with Kindergarten teachers especially in cases where a child may need extra support in order to experience success in school.
- Documentation of steps taken to help children progress toward his or her program goals while in Pre K, and a discussion of areas where the child is still experiencing difficulty.
- Preschool and kindergarten teachers and other support staff meet to discuss children on a case by case basis in order to facilitate the student's adjustment to a new classroom situation by discussing strategies to support the child and by sharing ideas that have been successful with this child in the past.

The activities that increase coordination between the neighborhood preschools and PS 20 will include:

- Developing and implementing a systematic procedure for receiving student records.
- Establishing channels of communication between PS 20 school staff and their counterparts (including teachers, social workers, and health staff)
- Joint registration activities and parent information nights held throughout spring so families understand the transition process.

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.

Formative and summative assessment data is used to support student achievement. Data is collected on individual children, by class and grade-level as well as by sub-group (gender, demographics, and lowest third). Teachers determine the Individual learning goals for each child. At the start of the year the MOSL committee selects the assessments and presents their choices to the faculty. This year each child is assessed using the Fountas and Pinnell Running Record assessment, the NYC Performance Based Assessment in Writing and Math and Benchmark assessments. The data is then analyzed so that whole class, small group and individual instructional activities can be planned. Throughout the year, at weekly planning meetings our teachers examine student work in collaborative inquiry teams in order to plan immediate instructional next steps as well as long-range next steps involving planning for the next grade. During small group work, students are provided with work on their level. Ongoing student observations "*kid watching*" while children are involved in all classroom activities is a regular activity. observational / conference notes are kept on each student weekly and plans are adapted to meet individual student's

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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)

A.

DBN: 13K020

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$207,738.63	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$74,485.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,827,924.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a School wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 20
School Name The Clinton Hill School		

B. Language Allocation Policy Team Composition [i](#) 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 Lena Barbera	Assistant Principal Helene Fiorentino
Coach Winsome Richards	Coach type here
ESL Teacher Sheilah Quinn	Guidance Counselor Deborah de Shong
Teacher/Subject Area Corinne Apton/Common Branch	Parent type here
Teacher/Subject Area Eleeza Teagle/Common Branch	Parent Coordinator Karen Colon
Related Service Provider Stuart Morin	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	305	Total number of ELLs	15	ELLs as share of total student population (%)	4.92%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2													2
Freestanding ESL														
SELECT ONE	2	2	2	2	2	2								12
SELECT ONE														0
Total	4	2	2	2	2	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language	1	0	0	0	0	0	0	0	0	0	1
ESL	9		4	4	0	1	0	0	0	0	13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	0	4	0	1	0	0	0	14	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French	1	17																	1	17
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	1	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	17

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	
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): <u>0</u>	Number of third language speakers: <u> </u>
Ethnic breakdown of EPs (Number):	
African-American: <u>13</u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>4</u>
	Hispanic/Latino: <u> </u>
	Other: <u>1</u>

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	2		1	1	2	1								7
Chinese														0
Russian														0
Bengali			1			1								2
Urdu														0
Arabic	1	1	1	1										4
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	4	1	3	3	2	2	0	15						

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)	3	1	1	1										6
Intermediate(I)			1	1	1									3
Advanced (A)	1	0	1	1	1	2								6
Total	4	1	3	3	2	2	0	0	0	0	0	0	0	15

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	1	0	2
4	2	0	0	0	2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1				1				2
4	2								2
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.
(Data as of November 15, 2013)

1. At PS 20 students' early literacy skills are assessed via Standardized test data through The Fountas and Pinnell: Reading

Assessment System 1, Foundations, LAB R, NYSESLAT, Teacher Made Assessments, formative assessments and are all analyzed and used to inform and drive instructional practices and our instructional plan. The data reveals that ELLs perform lower on these assessments than the English native speakers. While an ELL may score an "Intermediate" or even "Advanced" level of proficiency on the NYSESLAT or Lab-r they will be functioning several levels below grade on the early literacy assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Coaches and staff members for testing grades 3-5. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of Common Core Performance Indicators, MOSL and Standardized assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The NYSESLAT data shows that 100% of ELLs in the upper grades 3-5 are at the Intermediate or Advanced levels according to the 2013 NYSESLAT. Three of the thirteen ELLs tested increased by one proficiency level, while four Advanced ELLs remained at the same level. Two ELLs out of thirteen remaining at the Beginner level and one remained at the Intermediate. None, fell a proficiency level from 2012 to 13. New admits are coming in with various proficiency levels ranging from Beginner to Advanced. An observation we have made this year is that students may be any level but perform better on the English Lab-r than the Spanish assessment. In analyzing the available data from The NYSESLAT reports in September, all ELLs were deficient in their writing modality, followed by reading. Only one student's lowest modality was speaking because she has remained in a two year silent period however scores on other modalities are increasing incrementally. Students, with the ESL teacher analyzed their own data of the modalities, looked at their two lowest modalities and created individual S.M.A.R.T. Goals based on their data. Students were taught how to speak to and articulate the data. Students were taught to evaluate their strengths and weakness based on the data. The ESL teacher utilized the data to inform instruction and set IPC goals with the administrators. All students in the upper grades scored less than 50% on The ELA Benchmark for 2013. They performed slightly better on the ELL Periodic Assessment. The assessments will be analyzed by the ESL teachers and classroom teachers to inform instruction and needs for classroom differentiation in lesson planning as well as Response to Intervention.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. Upon reviewing NYSESLAT and ACUITY data in ELA, from recent previous years, we noticed with ELLs, that Speaking is in line with general abilities for the majority of the Intermediate and Advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the Advanced level and who have 0-3 years of service. All ELLs strengths lay in the Speaking and Listening modalities. Their weaknesses occur across the board with Pre-Long Term ELLs in the upper grades in ELA when they are asked to read passages and distinguish between relevant and irrelevant details in a passage. This could be due to the lengths of the passages and time constraints put on them. Being an ELL requires them first to process the information literally and then again on a figurative, connotative level which requires more time as well as attention to the passage, question and task, simultaneously. Other areas we have noted difficulties with, are: fact and opinion questions and using context clues to determine word meaning. Again, they have to process first the literal passage and then may skip over words they do not know to make meaning of the passage as a whole. Going back to look at words around a targeted word takes more time and concentration where they may be apt to guess at the meaning and ?or answer resulting in incorrect responses. The data available on the NYSESLAT Modalities in September of 2013 the patterns indicated that 100% of the ELLs at PS 20 scored lowest in reading and Writing. Students analyzed their test data and developed S.M.A.R.T. Goals based on the NYSESLAT data. Students were taught how to speak to and articulate the data. Students were taught to evaluate their strengths and weakness based on the data. The ESL teacher utilized the data to inform instruction and set IPC goals with the administrators. All students in the upper grades scored less than 50% on The ELA Benchmark for 2013. They performed slightly better on the ELL Periodic Assessment. The assessments will be analyzed by the ESL teachers and classroom teachers to inform instruction and needs for classroom differentiation in lesson planning as well as Response to Intervention. The data is utilized to establish flexible groupings within the classrooms based on needs assessment. Students at PS 20 fare better on the English Lab-r as compared to the Spanish Lab-r suggesting that they have equally strong English fluency. However the newcomers with less than a year of service will be exempt from the ELA and tested in their native languages for math.
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?

4a. Students at the Beginner or Intermediate levels in the lower grades seem to grow a proficiency level each year. Those in grades 4 and 5 at the Advanced level seem to have a pattern of remaining at the Advanced level for two or more years. The assessments taken in the upper grades in Native Languages, indicate that students fare better on them. If it is determined that students will be tested in a Language other than English aside from the Lab-r, scores indicate that it is beneficial to the ELL.

4b. After analyzing the Acuity and Predictive in ELA, the Long Term ELLs demonstrated weaknesses in Standards 2: Reading. The assessment results are used for test taking practice, analysis of needed test taking skills and the opportunity for students to establish comfort with test language and vocabulary. The results are incorporated into the teachers' data binders and springboard discussions on ways to support and scaffold instruction for ELLs.

4c. Teachers discuss findings for example, that many ELLs' area of weakness across the board in writing in the testing grades 3-5, is the ability 'to use appropriate vocabulary, expressions, language, routines and interaction styles for various audiences and situations'. During team meetings or Rti discussions educators brainstorm possible scaffolds, differentiated activities, interventions and instructional methodologies to provide ELLs with practice in gaining proficiency in the particular area and demonstrating their growth, understanding or mastery of it. They aim to provide diverse methods, to both teaching it using the four modalities, and having students gain mastery of it.

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](#).)

5. The school uses available and current data of all standardized tests to guide instruction for ELLs within the classroom and create the Rti plan for flexible grouping, needs for differentiation, intervention and small group instruction throughout the day. Data is considered when deciding what staff to group students with, to determine group sizes and to establish plans and implementation of instruction. During team meetings or Rti discussions educators brainstorm possible scaffolds, differentiated activities and instructional methodologies to provide ELLs with practice gaining proficiency in the particular area and demonstrating their growth, understanding or mastery of it. They aim to provide diverse methods to both teach it using the four modalities and have students gain mastery of it. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). PS 20 utilizes this data to guide instructional practices and programs and align Common Core State Standards within lessons to particular ELL needs within the Response to Intervention. Teachers will use data to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language. We observe needs for, additional support in listening skills for Newcomers. We include an increased use of technological programs such as Wilson's Foundations in the lower grades. We use Learning Style Surveys to see how each individual, uniquely learns and strive to differentiate within content, ability levels, product and assessment measures. We will determine ways to provide differentiated activities to accommodate ELLs' unique learning styles. During the extended day sessions, identified SIFE students will be encouraged to use their native language to strengthen their literacy skills and transfer rules to their second language.

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

6. The child's second language is considered in instructional decisions when purchasing and sharing instructional materials ie. ipads, SmartBoards and itranslate applications and technological programs and software. Teachers on Light House and School Leadership teams build Rti plans based on student needs. Based on students' needs and abilities in their second language development, we utilize the data to match and pair students with other native speakers, adults and children alike. We utilize ACUITY to generate individualized practice assessments in math and ELA. The most current data informs instruction whereby teachers use various targeted performance indicators and allow students to use manipulatives, words, writing, models and illustrations to demonstrate their learning and understanding which encourages students to explain their understanding after using one of the above, to demonstrate it. We continue to use ACUITY progress and available assessment data as a springboard for differentiated instruction to inform and drive instruction. Data analysis affords teachers the understanding of where ELLs need break down of literary and test language and necessary scaffolds. Data informs the certified ESL teacher on how to devise flexible groupings for small group instruction and rotations of teacher-led groups, workstations and independent activities. Data affords all teachers ways to closely align The Common Core Standards to instructional practices that improve student performance outcomes. PS 20 utilizes data to structure Academic Intervention Services for students performing below grade level during the school day as well as extended hours. The ESL teacher uses NYSESLAT data to familiarize students with the format of the NYSESLAT by creating activities for practice in the format of the exam within the modalities students need to obtain proficiency in. The data is considered in most activities and support offered to our ELL population, and is focused on their acquisition of language proficiency and academic progress.

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?

7a. Students are assessed in the second language by the ab-r and Spanish Lab-r when applicable.

7b. The second language proficiency for EPs is Beginner. One ELL has proficiency in the second language of the dual language kindergarten class.

7c. Students complete assignments in their native languages and the objectives and standards are assessed by a bilingual educator. EP's in kindergarten are performing on grade level as per teacher-made assessments, evaluations and local measures.

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

8. We look at Parent Needs surveys and determine whether or not parents are satisfied with our current program model. We consider the results of the Districtwide parent survey. In conjunction with the Parent Coordinator, the ESL teacher discuss parents concerns. We review and analyze all assessment data and consider trends. We examine how students are faring on standardized tests, whether they need academic intervention outside of Rti and analyze how long on average, it takes our ELLs to gain proficiency through the Freestanding ESL Pull-Out Model of instruction. The trend over the last few years is that ELLs across the board are improving using this model. Twenty to thirty percent are gaining proficiency in English in four years or less with intervention, Rti and ESL services. It has been noticed that over thirty-five percent, across all grade spans improve a level in one year. Advanced students seem to remain at the Advanced level in at least one modality for two years before gaining proficiency. The ELLs perform better at tasks involving listening and speaking in class as well as on Assessments. When in small group settings with scaffolds and less peer influence, ELLs produce higher quality work. Occassionally, ELLs will jump two proficiency levels from Beginner to Advanced or Intermediate to Proficient using our current model. Our Science scores have helped our AYP. ELLs tend to score as well, if not better, on the Science than the ELL Periodic Assessments and the ELA.

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](#).)

1. PS 20, The Clinton Hill School has a highly professional and qualified staff servicing the ELL population consisting of permanent licensed Common Branch, Elementary Education teachers and one permanent, dually certified ESL/Secondary English and dual language teachers, administrators and support staff who are committed to ensuring that ELLs receive instruction and mandates from fully certified school staff for the 2013-2015 academic years.

PS 20, The Clinton Hill School, is located in the heart of The Clinton Hill community section of Brooklyn, New York. It offers both, French dual language and ESL. Of the 305 student population, there are fifteen English Language Learners, making the population of ELLs 4.31% of the school. English is the predominant language of the building however, other native languages represented are: Spanish, French, Arabic and Bengali. In kindergarten there are ELLs four ELL newcomers, two of whom are Spanish speaking, one Arabic speaker and one French student who is currently enrolled in the dual language French kindergarten class. One student is Advanced, while the other three Beginners. In grade one, there is one preproductive Arabic newcomer at the Beginner level. In grade two there are three ELLs, one Arabic Beginner, one Puerto Rican Intermediate and one Bengali Advanced child. Currently there are three ELLs in Grade three who are Beginner, Intermediate while the other Advanced. In grade four, there are two English Language Learners both Spanish speakers, one at the Intermediate and one at the Advanced Level. There are two fifth grade ELLs, at the Advanced levels, one Spanish Speaker and one Bengali.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. The trend at PS 20 regarding the parental options on the HLIS survey is that parents choose the freestanding ESL program. The pedagogue who knows ELL students in our building are the certified ESL teachers. Within ten days of registration the HLIS survey is distributed to parents to determine a student's language proficiency. This is shared with the ELL pedagogues who then speaks with the parent and conducts an informal, oral parent interview. At this time, parents are given a "preferred language"

survey for written/oral language. They are informed of their child's LAB-R eligibility and the procedure in which the exam is administered to determine the need for ESL services. The Language Battery Assessment (LAB-R) is given by the certified ESL teacher to identify the child as an English Language Learner or English Proficient. Spanish speaking students who do not make the cut-off score on the English LAB R are then administered the Spanish LAB R to determine native language fluency and language dominance. After the handscoring of the LAB R, an entitlement letter is provided to parents to inform them about the child's identification. Subsequently, the child is enrolled in the appropriate program within ten days. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence via appropriate letters downloaded from DOE website.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Because it is PS 20's obligation to ensure all LEP parents are provided with meaningful opportunities to participate in, and access to programs and services critical to their child's education, the certified, ELL pedagogue, in conjunction with the dual language teacher and the parent coordinator, then offer and provide parents with an orientation where they are informed of their rights of services, parental options and selection forms of educational offerings for their children via conference and CD/video tape. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents are afforded the opportunity to ask questions and receive clarification on their child's educational options and rights. When the parent completes the selection form the school conforms to the parental choice selections, when applicable. The parent choice survey and selection form is filed with the ESL teacher and she inputs the choice code into ATS. When a parent does not return the Program Choice documentation, the default is Bilingual. We have an outreach plan of collecting parent information documents whereby utilizing the Parent Coordinator to make phone calls and requests for parental compliance within the ten day enrollment date.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. The ELL Coordinator downloads current and appropriate entitlement letters based on the NYSESLAT data and eligibility screens. These are signed by the Administrator, copied, filed and addressed to parents of ELLs in the language based on The Preferred Language form. When a parent does not return the Program Choice documentation, the default is Bilingual. The parent choice survey and selection form is filed with the Principal, also recorded and maintained for current ELLs on a template and kept in the ESL Data binder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. The Language Battery Assessment (LAB-R) is given by the certified ESL teacher to identify the child as an English Language Learner or English Proficient. Spanish speaking students who do not make the cut-off score on the English LAB R are then administered the Spanish LAB R to determine native language fluency and language dominance. After the handscoring of the LAB R, an entitlement letter is provided to parents to inform them about the child's identification. Subsequently, the child is enrolled in the appropriate program within ten days. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence via appropriate letters downloaded from DOE website.

After the handscoring of the LAB R, an entitlement letter is provided to parents to inform them about the child's identification. Subsequently, the child is enrolled in the appropriate program within ten days. Whether a child is eligible or ineligible for ESL services, the parent is notified through written correspondence via appropriate letters downloaded from DOE website. After discussing their legal rights and offerings, we work to adhere to the parental choice on an individual basis. If enrollment of fifteen ELLs speaking the same language on two contiguous grades, and parent option indicates preference of a Transitional Bilingual Education program, we understand and make parents aware that we are legally bound to accommodate their requests.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. PS 20 makes use of The School Allocation Memorandum # 75 to cover local interpretation and translation needs and to inform parents of ELLs, the annual responsibility of administering and taking The Listening, Speaking, Reading and Writing Modalities of the NYSESLAT test in the Spring, to determine ELL status. ATS reports and RLAT indicates students' eligibility for the Spring NYSESLAT. The school calendar provides testing dates. The four modalities are taken on the scheduled dates mandated through the NYC Board of Education Assessment Calendar. The Testing Coordinator determines the licensed pedagogue to administer the Listening, Speaking, Reading and Writing modalities. Students are administered the NYSESLAT on the calendar test dates or make up dates. If they are not in attendance we have utilized the Parent Coordinator to reach out to the parents and also make home visits to ensure that students receive and are administered all four test modalities. The certified pedagogues administer the make up modalities. The results of The NYSESLAT determine their service eligibility, State and Citywide testing accommodations, and

level of English proficiency for the next academic school year.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

6. Upon reviewing the HLIS surveys and selection forms, the trend at PS 20 is that parents select the option of ESL. This is maintained for current students on a template of student information and testing data, kept in the ESL teacher's Student Data and Assessment binder. Parent choice options are tracked through ATS ELPC screens and HILS surveys and when there is a need for an alternative program other than ESL, attempts of outreach by the Parent Coordinator, The ESL provider and the administration will be made in writing, oral communication or home visit to inform them of their rights to be accommodated by a bilingual class or dual language program. At this time, there is a French dual language program that consists of one kindergarten class and Freestanding ESL K-5. The student population of ELLs, nor the Parent Options warrant a TBE program at this time.

Orientations/interviews are conducted in the native language upon request with the assistance of translators employed by PS 20 fluent in languages of French, Arabic, Russian and Spanish. If translation cannot be accomplished through an employee of PS 20, we offer translation services through the "Translation and Interpretation Unit" of Long Island City (718.752.7373) office. PS 20 makes use of The School Allocation Memorandum # 75 to cover local interpretation needs. ELL students annually take the NYSESLAT test in the Spring to determine ELL status. ATS reports and RLAT indicates students' eligibility for the Spring NYSESLAT. The school calendar provides testing dates. The four modalities are taken on the scheduled dates mandated through the NYC Board of Education Assessment Calendar. The Testing Coordinator determines the licensed pedagogue to administer the Listening, Speaking, Reading and Writing modalities. Students are administered the NYSESLAT on the calendar test dates or make up dates. If the are not in attendance we have utilized the Parent Coordinator to reach out to the parents and also make home visits to ensure that students receive and are administered all four test modalities. The results of The NYSESLAT determine their service eligibility, State and Citywide testing accommodations, and level of English proficiency for the next academic school year. We continuously monitor parental needs by surveys, team meetings, parent-teacher conferences, Lighthouse meetings, and PTA meetings to build alignment of our programs, based on their requests and preferences. We have opened a dual language program this year for kindergarten and will continue to see it grow year by year.

As previously stated, currently, there is no bilingual program at PS 20 due to the enrollment and population. Ongoing correspondence between PS 20 and ELL parents on assessment and accountability occurs through: memorandums, the school calendar, phone calls, parent conferences, P.T.A. meetings, emails, open school night, assemblies, school-wide events, professional development, clerical days, parent bulletin boards, and June Planning.

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])?
 - 1a. PS 20 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years and be able to write using academic language within those five years, which is the average for an English Language Learner. Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, collaborating through common planning, and supporting the classroom teacher and with program alignments and instruction imbedded in The CCSS and The Leader in Me Process.
 - 1b. ELLs are grouped heterogeneously by grade but homogeneously based upon proficiency levels and supported across the content areas of instruction with scaffolds and by means of differentiated instructional practices to meet the individual needs of the ELL population. Organized, flexible groupings ensure that all ELLs receive their mandates based on targeted needs.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - 2a. Scheduling accommodates students' required instructions in the arts and physical education (gardening, art, science, chorus, technology and physical education). No current programs are being discontinued by PS 20. We are currently implementing The Leader in Me Process, The Parent Academy and Workshops for Parents and Guardians hosted by the Parent Coordinator. The ESL teacher is itinerant and services children in PS 20 two days a week.
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.
 3. A certified ESL teacher provides ESL instruction with licensure in ESL and Secondary English. PS 20 implements a Freestanding English as a Second Language (ESL) Program that provides one hundred percent English instruction. The primary goal of this program is to assist students in achieving English Language proficiency within three to five years of their enrollment in the system and enable them to write using academic language within those five years, (the average time-frame for an English Language Learner). Some of the goals within this program are to amplify the literacy and academic skills of ELLs who participate in the program, to incorporate recognized and research based ESL instructional strategies across content subject areas and provide students the strategies and skills to perform at city and state grade level in all subject areas. The ESL teacher provides instruction under the Pull-Out Model, supporting the classroom teacher whereby she groups the ELLs based on flexible groupings such as by grade level and also by NYSESLAT proficiency level and supports students across the content areas of instruction with scaffolds and by means of differentiated instructional practices and lessons aligned to The CCSS, in order to meet the individual needs of the ELL population. The ESL teacher provides instruction at PS 20 two days a week. They all attend 360 minutes of ELA a week by a combination of the classroom teacher and the ESL teacher. Depending on proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Pull-out instruction. Our Advanced students receive 180 minutes of ESL as well as 180 minutes of ELA instruction on a weekly basis. The CCSS are imbedded in the programs and infused with The Leader in Me Process. Test-taking skills to allow students knowledge of ELA, content area and NYSESLAT testing formats is also emphasized in the common branch classroom and ESL. Professional Development is given at PS 20 on The Common Core Standards, "Scaffolding Nonfiction for ELLs" and "Tuning Informal Observations for ELLs With a Focus on Student Academic Language Behaviors","The Leader in Me" and "Rti", so that teachers can collaborate, discuss and improve instruction for ELLs and general education students cross-curricularly as well as by vertical teaming. It is an expectation that teachers attend professional development and turn-key their acquired learning through working and planning together. They are encouraged to explore the Common Core Standards, and closely align them to the curriculum in Language Arts and Math to ensure that the Standards highlight important outcomes of student learning. Some

instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, various methods of vocabulary and language acquisition based on a language-rich instructional environment that promotes sensory learning and use of “non-fiction” materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage. Native language support is provided through a buddy system, interpreters through the various bilingual staff members, one-one bilingual paras, PTA members in the building on a routine basis, multi-lingual libraries and listening centers in the classrooms, research in the native language can be done via internet in the classrooms, through SmartBoard instruction, Foundations and Renzulli via, a state of the art technology lab.

Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments (DRA, Running Record, EPAL, ECLAS, ITA, LAB R, NYSESLAT, NYS ELA/Math/Science/SS exams). Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students’ prior knowledge and schema. Standardized test data through The DRA, EPAL, ECLAS, Running Records, LAB R, NYSESLAT, ACUITY, City and State formal, Predictive (ITA) exams, Rally, ACUITY Benchmarks, ACUITY Baselines, Teacher Made Assessments, formative assessments and student work via portfolios are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual S.M.A.R.T. goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, (in the various means of: content, content delivery, product, or assessment), small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the certified staff. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills.

In addition, the ELLs receive literacy development and acquisition through the arts and physical education programs, for example the GrowNY provides language development and fluency through hands-on gardening, and Studio in Art incorporates “The Book of The Month” in planning fine arts instruction. Building-wide teachers have been trained in The Leader in Me. Our Leader in Me process has an emphasis on literacy skills as well as character development. Native language is supported and used as a cultural resource by providing students opportunities to use native language in discussions, dramatic play, and other workshops, through multi-lingual libraries, and the use of the internet in native languages. Building-wide teachers have been trained in The Leader in Me. The ESL teacher is in PS 20 two days a week.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Pairing students with Bilingual paras when applicable, buddying students with speakers of their native language and pairing students in intervention with bilingual teachers of their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. As students work toward proficiency in English, academic content for students is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, images through technical means and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the Literacy/Math Coaches. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Jump Start held Monday-Thursday from 8:00-8:37 am. PS 20 is currently infusing The Leader in Me strategies and philosophy building-wide and trying to embed the process in lessons aligned with CCSS. Teachers develop Goals for themselves and students based on CCSS and ensure that they are providing opportunities across the curricula to master all four modalities of

listening, speaking, reading and writing. Teachers use Fountas and Pinnell leveling systems in lower grades, sight word assessments, Baseline writing assessments geared toward assessing students' initial abilities to meet CCLS, mid writing assessments and post writing assessments, they utilize narrative, opinion, persuasive, informational writing rubrics, they use model texts, letter/sound assessment, spelling inventories, and concepts of print. Students are assessed by The NYSESLAT and ELA, math and science standardized assessments based on the NYC Assessment Calendar.

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).

6a. PS 20 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions with groups and staff who speak their native language, place them, when possible with the bilingual paras, buddy them up with students who speak their native languages, and provide them with access to, and materials in their native language. We aim to provide them with technology class whereby they can access programs for translation and information in their native language. We would create individualized, student needs assessments. We would find it necessary to provide Professional Development for staff in the new ALLA assessment to identify SIFE students, as well as in strategies that benefit the SIFE population.

6b. For Newcomers, or a student who enters school mid-year, it is our plan to include them in the following support programs aside from ESL: 37.5 contractual extended day reading and math sessions. Also in place are peer mediation on social skills periods and various software programs including but not limited to, Language First, Foundations and Rosetta Stone. We incorporate test-taking skills into the built-in technology schedule. We gather formative data and summative assessments and provide the following resources to facilitate the transition: An informal Student Orientation/Welcome Back Assembly is recommended and we utilize a Buddy system, identifying a similar student in his/her class that will assist during the day. An informal assessment is conducted to identify possible Academic Intervention needs. The Parent Coordinator and Principal make attempts through memos, conversations and invitations for an open "Home/School" communication. Classroom teachers and peers guide them through The 7 Habits and The Leader in Me Process.

6c. ESL students receiving four to six years of service at PS 20 are involved in at least one of these programs, if not all of the following. The assessment for, and creation of an AIS plan with emphasis on the literacy and math components. Grade appropriate instructional support materials and scaffolds in the General Ed classroom and in the Pull-Out ESL classroom, plus Differentiation of instruction across the content areas.

6d. For Long Term ELLs, the above remediation is encouraged and recommended. ELLs continuing to need academic support will receive a PIP, personal intervention plan, developed by the AIS team. An analysis of their scores on the current assessments, the NYSESLAT, ELA and Math assessments will be done to assess their needs. They will receive full services in the Pull Out model in ESL and continue to receive AIS services if targeted by The CARE Team/Intervention Team. Our action plan for Long Term ELLs is an academic program, targeting reading and writing at least three days during the week, monitoring the progress of students in all content areas to differentiate instruction for literacy needs, extended day reading and math sessions to promote academic language and skills and an increased, active involvement in The Leader in Me process.

6e. Transitional ELLs' progress is monitored by the ESL provider via conferencing with the classroom teacher. The students are periodically pulled out on an "as needed" basis to complete projects, get provided extended time, separate small-group setting, or provided small-group or one-one instruction in the ESL classroom. In science the Cookshop program has added intervention for ELLs. For the Transitional students there is still an emphasis on differentiation in the General Ed classroom, reducing, yet still providing some support through necessary scaffolds, monitoring of students by the ESL teacher, Academic Intervention in small group, instructional settings, differentiation across the content areas, and technology elective. Transitional students are entitled to Testing Modifications for an additional two years.

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?

7. For our ELL-SWDs population all the above-mentioned resources are available as well as small group instruction and peer tutoring and mediation with Special Education paraprofessionals. For students struggling academically PS 20 offers an Academic Intervention Service whereby students are instructed in remedial reading at the pace necessary for the individual learner. Programs offered during the academic day are: B.E.A.R, Learning Partners, GrowNY gardening, Studio in Art, The Wilson Program, Wilson's Foundations, Passport Voyager, and Foundations. Academic Intervention program has an emphasis on organizational skills, remedial math and reading and test preparation. We currently have six ELLs with disabilities in our program. One, in a bridged self-contained, Special Education classroom and four mainstreamed in grade level, CTT/General Ed classrooms. Our policy for the ELLs with disabilities is ensuring that all teachers of students with IEPs are familiar with students' individual needs

and diverse learning styles and that all services are provided according to IEP mandates. This occurs when there is a recognition and deep understanding by educators, that all teachers, are teachers of ELLs. This happens through training and collaboration between the ESL teacher, Special Education teachers and the building's IEP contact person. This happens through monitoring the newcomers and SIFE students for possible disabilities and through a scheduled, consistent, delivery of AIS services during, after, and as part of the academic school day. This happens when teachers collaborate and discuss students in SLT and Lighthouse meetings and through The Leader in Me process. The ELLs/SWDs receive literacy development and acquisition through the arts and physical education programs, for example The Leader in Me focuses on literacy skills and character development and art incorporates "The Book of The Month" in planning fine arts instruction. Teachers' plans and programs are implemented after being aligned with content material based on the CCSS. Teachers provide scaffolded instruction and supplementary materials for ELL-SWDs. We utilize Envisions in Math and Ready Gen. Students are paired with bilingual paras when necessary and serviced in ESL through a Pull-Out model.

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?

We utilize flexible scheduling to create flexible groupings, small group instruction and provide additional supports to ELLs-SWDs. Additional support is provided by pairing students with appropriate staff members for intervention, as previously mentioned with individuals who share the same native language. Assessment data is analyzed to guide instruction and students' growth and progress, monitored to inform instructional decisions about flexible grouping and declassification and "partial mainstreaming" of students, in order to ensure their educational rights are met within the least restrictive environment. The native language is supported and used as a cultural resource by providing students opportunities to use native language in discussions, dramatic play, and other workshops, as well as supported through multi-lingual libraries, and the use of the internet and technology in native languages.

Some instructional strategies used to assist ELLs in need of intervention are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, computer software programs and built-in intervention programs within the school day. The math and literacy coaches have scheduled periods throughout the day to work with level 1 and 2s in math and ELA. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. In math, extra time is devoted to untangling difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Jump Start held Monday-Thursday from 8:00-8:38 am. The Leader in Me process is implemented through lessons in the ESL classroom. Standardized test data through TC Leveled Texts, LAB R, NYSESLAT, ACUITY, City and State formal, Predictive exams, and Teacher Made Assessments are all analyzed and used to inform and drive instructional practices of the general education teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning as students work toward proficiency. Building-wide, teachers have been trained in The Leader in Me. The ESL teacher is in PS 20 two days a week.

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:			

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

Math:				
Science:				

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

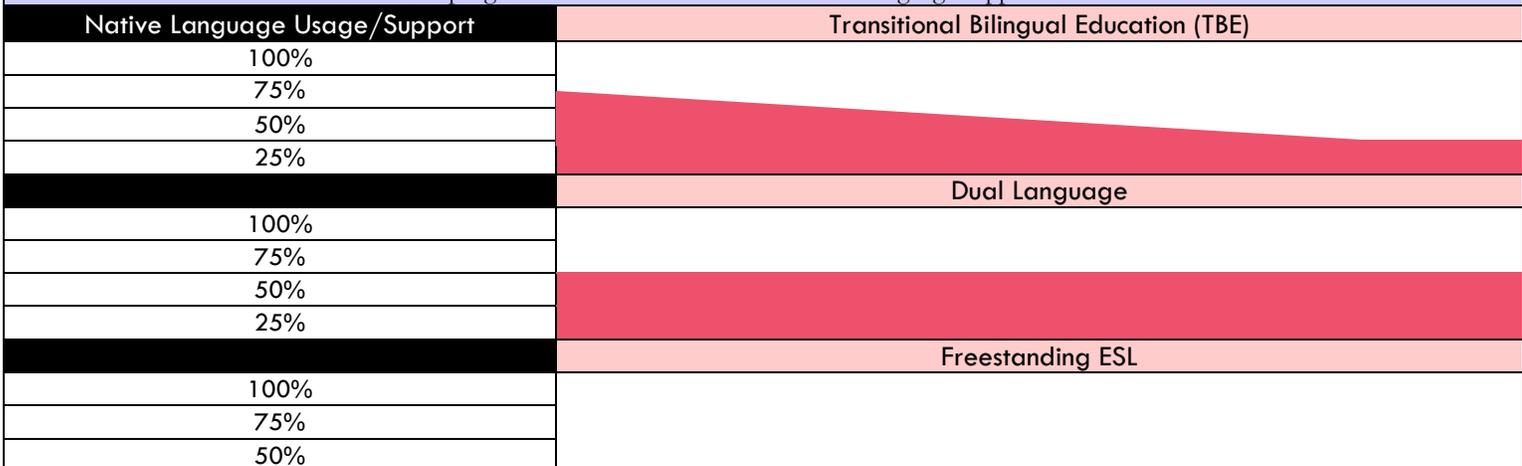
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. As stated, the population of ELLs is a mixture of Beginner, Intermediate and Advanced students. All Students are instructed solely in English, grade/level appropriately or by ELL level based on the spring 2013 NYSESLAT by means of differentiation in content, delivery, process and product. Services are provided by a dually certified ESL/English teacher two days a week in a Pull-Out setting with students working at individual levels and supported through differentiated instruction. ESL is provided for 180 minutes per week for Advanced students and 360 minutes for Intermediate and Beginners. Support is offered through the ESL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students' prior knowledge and schema. Standardized test data through ACUITY, City and State formal, Predictive exams, and Teacher-made Assessments are all analyzed and used to inform and drive instructional practices of the classroom teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings, synonyms, cognates and visuals to clarify meaning.

As students work toward proficiency in English, academic content for students is challenging, engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ESL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, images through technical means and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the various staff members. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Remediation, Monday-Thursday from 8:00-8:37 am. PS 20 currently infuses The Leader in Me strategies and philosophy building-wide.

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

10. The Freestanding ESL program does not use a particular text, but provides effective literacy instruction as an element within the framework of the Teachers' College Curriculum which utilizes high interest/low level texts aligned with common core state standards and curriculum maps. Other materials such as: visual aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of "non-fiction" materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. The ESL teacher utilizes her Teacher's Choice funds and much of her out of pocket spending to supplement the ELL classroom and provide multi-sensory learning experiences and project-based learning ie. paints, modeling clay, plaster of paris, pumpkins, apples, baking materials and ingredients, hot plates, crock pots, technology hardware (Ipad), that make the educational program comprehensible to ELLs. The technology, science, art, music and physical education electives are imbedded in the ELL student schedules. Additional support provided to the ELLs at PS 20 consists of paras in the CCT classrooms. There is effectiveness in the current program due to the alignment to the CCSS across the content areas.

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

11. Adjustments and improvements to our program this year include: to continue to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language, to provide additional support in listening skills for Newcomers, including increased use technological activities on the SmartBoard and ipads in the classroom, utilize ACUITY individualized practice tests in math and ELA, continue assessing and analyzing data for small group Academic Intervention classes in ESL to target language modalities according to their needs, provide Academic Intervention Services for "the bottom third" students performing below grade level during the school day as well as extended hours, and implement scaffolding strategies learned in Professional Development Workshops in content areas. The school is working to improve Needs Assessments for Parents, Parental Involvement for second language parents, the gardening program in conjunction with GrowNY as well as fine tune The Leader in Me process. We hope to grow our dual language program by one grade a year.

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

No programs will be discontinued 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.

13. In order to support learning and foster community involvement, PS 20 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are encouraged through bilingual letters/School Calendar to attend all: assemblies, arts programs, scholarship programs, contests, auctions, fund raisers, holiday events, Spring Flings, art exhibits, showcases, awards assemblies, Open School Nights, B.E.A.R. Day, Field Days, field trips and incentive activities whether they are embedded within the framework of the school day or extended day or on weekends. All ELLs are embraced and celebrated at PS 20 and invited to participate in and attend all school-wide events that are afforded to every other child at PS 20. Activities to assist new ELLs are: registration day information/Literature, Welcome Back Assembly, invitation to orientation. Translation and Interpretation Services are offered to increase the involvement of parents in the program. Additional funding is available to translate important policy documents. Native language support is provided through a buddy system. Other interpretation is offered through bilingual staff members, a multilingual library when necessary and bilingual dictionaries, listening centers and Ipad Softwares and applications. Translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City, done by the school's Language Acquisition Coordinator, if they cannot be accommodated by members of our staff. This is accessible by telephone contact or internet. The persons responsible for accessing translators or interpreters would be the Parent Coordinator, The Language Acquisition Coordinator or the PS 20 Administrators. Translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City.

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

14. The instructional materials available for general education students are available to all ELLs. The Freestanding ESL program does not use a particular text, but encourages literacy instruction as an element within the framework of The Common Core State Standards and curriculum maps. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of "non-fiction" materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments have included: Attanasio and Associates Getting Ready for the NYSESLAT and Beyond, New York State Coach: ELA, New York State Coach: Mathematics, The Leader in Me, Foundations, Passport Voyager, Leap Frog and The Wilson Program.

The ESL teacher utilizes her Teacher's Choice funds and much 'out of pocket' expense to supplement the ELL classroom and provide multi-sensory learning experiences and project-based learning ie. paints, modeling clay, plaster of paris, pumpkins, apples, baking materials and ingredients, hot plates, crock pots, technology hardware (ipad), that make the educational program comprehensible to ELLs. The technology, art, science, music and physical education electives are imbedded in the ELL student schedules. Additional support provided to the ELLs at PS 20 consists of paras in the CTT classrooms.

The instructional materials to be utilized this year are Envisions Math and Ready Gen ELA. Supplemental Materials include: Responding to Literature Writing and Thinking Activities, Strategies for Understanding Nonfiction, Six Traits Writing. All prescribed programs are compatible with the SmartBoard which is accessible in most classrooms. Itranslate and bilingual software applications are used on the ipads of Common Branch teachers and the ESL teacher. Students are enrolled from grades 2-5 in a Standards based Technology elective. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of "non-fiction" materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core Standards and information compiled through data analysis.

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

15. ELLs are embraced and celebrated at PS 20 and invited to participate in and attend all school-wide events where translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City. This is accessible by telephone contact or internet. The person(s) responsible for accessing translators or interpreters would be the ESL provider, parent coordinator or the PS 20 Administrators. Native language support is embedded in the programs and procedures such as: Family Celebrations/Assemblies, the Spanish Lab-r, Standardized tests in native languages, parent brochures, and cultural field trips. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core State Standards as well as information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage, through celebrations, research, arts, multi-lingual libraries, itranslate programs on the iphone and ipads. At PS 20 events, the school and community can come

together to recognize student achievements in attendance, cultural arts and academics. Native language support is provided through a buddy system, interpretation offered through bilingual staff members, a multilingual library, bilingual dictionaries and listening centers. Starting in Kindergarten, students take books home in the native language to read independently. In addition, students struggling with vocabulary development are encouraged to take home a variety of books/texts for their parents to read aloud in their native language. The Dual Language program also incorporates aspects of the French national curriculum to challenge advanced French-dominant students in their native tongue, especially in phonics, spelling, grammar and vocabulary.

Our ESL teacher supports native language development by sending books home in Spanish (our dominant language other than French), providing phonics flash cards and games in Spanish to take home, and giving the Scholastic magazine "Que Tal?" to Spanish speakers to take home and read with their families. Children can also watch instructional videos and language learning support in French, German and Spanish through Scholastic on www.maryglasgowplus.com.

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

ELLs are fully served by a certified ESL teacher, and placed age appropriately in corresponding grades. The French dual language program continues to grow. Currently it only includes grade K. Students are taught according to their ages and grade levels. All ESL students receive required services and resources corresponding to their ages, grade levels, and proficiency levels.

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.

17. Activities to assist new ELLs are: Registration Day information/Literature, Welcome Back Assembly, Invitation to Orientation. The parent coordinator, and principal, work with families to help them acclimate to the French speaking community before school starts. They organize and guide personal tours for students and their parents. They will be introduced to other parents and families, and staff members who speak their native languages and whom are eager and willing to support their transition to a new school and both academic and cultural curricula. Studnets and parents are afforded opportunities to meet their classroom teachers, ESL teacher and Lab Coordinator, prior to the start of the school year. They are made aware of The Translation and Interpretation Services and it is explained that these services are offered to increase the involvement of parents in the program, and that additional school funding is available to translate and download policy documents. Native language support is provided through a buddy system in the school and prior to the start of the year when available. Interpretation is offered through bilingual staff members, a multilingual library when necessary, bilingual dictionaries and some listening centers.

18. What language electives are offered to ELLs?

18. A French elective is offered at PS 20. All students, including ELLs, are invited to participate in after school French and Spanish classes run through our PTA.

19. For schools with dual language programs:

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

19a. 50% of the content in the Kindergarten dual language program is French and 50% is delivered in English to EPs and ELLs.

19b. EPs and ELLs are integrated throughout the day in Kindergarten. In the beginning of the year, English Language Learners receive more of their instruction in French to bolster language acquisition and literacy in the second language. During Jump Start, the teacher works separately with the French ELLs.

19c. At PS 20 we believe that students acquire language, knowledge and build schema through experiences with children their age and therefore do not linguistically separate them. Students receive 50% of their instruction in French and 50% of their instruction in English from the classroom teacher. In the Kindergarten dual language classroom students are instructed in French in the morning and English in the afternoon. On alternate days, this switches to the alternate language in the am. and the reverse in the pm. Native language arts and social studies are taught in French; English language arts and math are taught in English. 20-30 minutes/day are devoted to Math in French and Social Studies in English to support academic language development in the second language. Language Arts is integrated with Social Studies and Science to encourage higher academic vocabulary acquisition and use. Specialty subjects are taught in English, such as Art, Science, and P.E. Music is taught in both French and English in the kindergarten dual language classroom. All students have a specialty class once a day.

19d. Dual Language Model: Because we strongly believe in first, the development of native language literacy and then second language literacy, our program has a self-contained dual language class in K. Students alternate between one class and the other on an alternate day schedule.

19e. Sequential Biliteracy: PS 20 follows a sequential biliteracy approach fostering native language literacy first and the second language literacy next. The French dominant students learn to read in French first, and English dominant students learn to read

first in English.

C. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, outside Professional Development Associations and Conference Organizations, the OELL and the CFN. Teachers of ELLs are expected to be trained in The Charlotte Danielson Framework, The Leader in Me Process, and Scaffolding Nonfiction for ELLs. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. This PD is documented by agendas and attendance rosters kept in the administrator's binder. The ESL teacher is involved in departmental meetings when in the building, PTA and SLT meetings, Professional Development days and grade conferences, where the ESL teacher, provides information using researched based strategies for assisting ELLs in the General Education classroom via an organized PD Development binder provided by DOE ELL Instructional Support Personnel. Teachers are required to maintain a professional development section in a Data binder with certificates of attended Professional Development.

2. Professional development opportunities offered to teachers of ELLs are anything from The Office of English Language Learners, The Leader in Me Process, Nuts and Bolts for Teachers of ELLs, Scaffolding in the Content Areas, Differentiation in the ESL Classroom, NYSESLAT training, LAP training, SmartBoard Instruction, PowerPoint, Inspiration, Creating Web Pages, Inquiry Training in ARIS and AQUITY, Cookshop and Cookshop for Families, Teachers' College Workshops for ELLs, Envision Math and Ready Gen.

3. School Placement done by the guidance counselor.

4. Professional development is provided by school staff. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. This PD is documented by agendas and attendance rosters kept in the administrator's binder. The ESL teacher is involved in departmental meetings when in the building, PTA meetings, Professional Development days and grade conferences, where the ESL teacher, provides information using researched based strategies for assisting ELLs in the general Education classroom via an organized PD Development binder provided by DOE ELL Instructional Support personnel. Teachers are required to maintain a professional development section in a Data binder with certificates of attended Professional Development. For school staff we provide in-service within the school's Professional Development program with the focusing on the literacy needs of our ELL population. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The Leader in Me Training is pertinent to all teachers of ELLs. Support Personnel Workshops taken by teachers on our staff have included: Scaffolding in the content areas, Differentiation in the ESL classroom, and ESL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. These include but are not limited to: Passport Voyager for Academic Intervention, Arts in Education, Scoring and training experience for NY State Assessments grades 3-8, AVID trained and Certified (AVID Eastern Conference, Newport News, VA.), Technology: PowerPoint, Inspiration, Creating Web Pages, NYSESLAT training, Inquiry training in ARIS and ACUITY, OELL Study Groups on Differentiated Instruction, Marv Marshall: Effective Discipline, Marie Carbo: Learning Styles, Nancie Atwell: Reading and Writing Workshop, Teachers' College Workshops for ELLs, STRP Reading, Reading in the Content Area, Lee Canter: Assertive Discipline, Cooperative Learning, Gap Analysis, Cookshop, Cookshop for Families and The Leader in Me training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are encouraged by administration, teachers, support service providers, the parent coordinator and our student body to become active learning partners in PS 20 through parent workshops offered through the Board of Education, and PS 20. The needs of parents are monitored and assessed through PTA meetings advertised on the Monthly Calendar, weekly school memos, impromptu and schedules conversations and conferences, surveys, agendas and PS 20's Open Door Policy. ELL parents are invited to all activities, meetings, Science in the AM Program, B.E.A.R. extended day social activities ie. a community/school Karaoke event and School-wide events like The annual Curriculum Showcase. Through assemblies, calendars and letters we encourage them to attend workshops, PD, Parent Fairs, guidance counselor discussions on community-based programs/offers and Middle School placement, and Balanced Literacy for ELLs workshops. The PS 20 binder, consisting of the school events fliers is located in the main office, on the counter. The programs in place for parents are: Learning Leaders, Parents as Learning Partners, Workshop on: foster Care, Finance, Banking and Educational Savings Plans, Living Wills, B.E.A.R., Science Partners, and NY Grows.
 2. The school partners with The Boys and Girls Club, Parents as Learning Partners, NYC Harvest, NY Grows.
 3. The needs of the parents are evaluated through NYC website Preferred Language forms, The Parent Coordinator led workshops, PTA Meetings, Surveys (informal and DOE generated), Newsletters and verbal interaction. Parental involvement and community-building are recognized as essential facets of student success. Our PTA is actively involved in many decisions involving student activities. They are welcomed on and encouraged to participate in all building-wide assemblies, showcases, fund-raisers, programs, projects and field trips. Their ideas and input are welcomed by the principal and staff alike via formal and informal communication. Parents are involved as learning partners and participate in many events, such as, student of the month awards assemblies, curriculum showcases, "Moral building monthly Fridays", The Leader in Me workshops, ARIS workshops, Orientations, PTA and School Leadership meetings. They boost teacher-moral by providing teacher recognition breakfasts, luncheons, and "staff lounge make-overs". There is a genuine Parent-Teacher respect established and promoted in our building. Our principal strives to foster this mutual respect by promoting open communication among administrators, parents and teachers. Our principal strives to promote a "child-centered" learning environment across all areas of our school. The administration recognizes a need for community involvement and partnership to foster the social-emotional, and intellectual growth of every child.
 4. Our activities, workshops and models are based on assessment of parental needs. When able, the parent and community needs are considered in the decision-making process of our school-community as far as they promote the learning, well-being and success of our student body. Many of the programs above have been originated, conducted, and implemented, based on parental feedback, ideas and/or volunteerism.

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: The Clinton Hill School

School DBN: 13k020

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lena Barbera	Principal		1/1/14
Helene Fiorentino	Assistant Principal		1/1/14
Karen Colon	Parent Coordinator		1/1/14
Sheilah Quinn	ESL Teacher		1/1/14
Margarita Rivera	Parent		1/1/14
Corinne Apton	Teacher/Subject Area		1/1/14
Eleeza Teagle	Teacher/Subject Area		1/1/14
Winsome Richards	Coach		1/1/14
	Coach		
Deborah de Shong	Guidance Counselor		1/1/14
	Network Leader		
Stuart Morin	Other <u>SETSS</u>		1/1/14
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 020 School Name: The Clinton Hill School

Cluster: 6 Network: 612

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.

- a. All newsletters and fliers are sent home in a bilingual format (English/Spanish).
- b. Several bilingual school personnel act as translators. Parents are entitled to language translators when necessary as per Chancellor's Regulations.
- c. Communication is posted in main office as per translation and interpretation guidelines.
- d. Parents are surveyed through DOE "Preferred Language Form" as to their language preference for correspondence.

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.

Languages of Parents in the building are: Grade K- 2 Spanish speakers who prefer that letters and oral interpretation be bilingual Spanish/English, and 1 Arabic speaker that has specified English only. In Grade 1- there is one preproductive student who's parents have specified the need for Arabic translation. In Grade 2, there are four ESL parents who have indicated translation and interpretation in English, Bengali and Arabic. In Grade 3, there is need for Arabic translation and interpretation and Spanish. In Grade 4 there are two ESL parents, one who specified the need for Spanish interpretation and translation. Grade 5- has 1 ESL Bengali speaking parent who has indicated needs of written translation and oral interpretation in their native language and a Spanish speaking parent who expressed no need for bilingual translation or interpretation.

These findings are shared with the staff via SBST meetings and personnel required to conduct bilingual evaluations, staff meetings, SLT meetings, PTA meetings, whereby parents are encouraged to attend and translation is provided when/if necessary, by the ESL teacher when Professional Development is provided to teachers of ELLs, CARE Team meetings where individual students are discussed and needs of

parents are analyzed and considered as per Quality Review Goals/Next steps.

- Communication between the school and community is satisfactory.

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.

- a. Translation services are available through staff personnel at PS 20 on a volunteer basis as well as funds allocated to in-house interpreters who provide interpretation after school hours, i.e. letters, fliers, invitations, assembly programs, field trips, etc.
- b. All literature sent to parents is done so on a regular basis, in a bilingual Spanish/English format by in-house school personnel, parent volunteers or the parent coordinator.
- c. Department of Education Translation services are available by request and appointment when necessary.

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 is available by in-house staff on an “as needed” basis.
- Outside interpreters are available through outside contractors and Department of Education services through Chancellor’s Regulations A-663.

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>.

- Requests for interpretation and translation will be made by the parent coordinator and ESL teacher in the building via email and telephone.