



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: The Anna Silver School

DBN :01M020

Principal: Carmen W. Colon

Principal Email: ccolon5@schools.nyc.gov

Superintendent: Daniella Phillips

Network Leader: Gabriel Feldberg

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carmen W. Colon	*Principal or Designee	
Rosemary Siders	*UFT Chapter Leader or Designee	
Mark Lynch	*PA/PTA President or Designated Co-President	
Phillip Rivera	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Joyce Lin	Member/ UFT	
Joyce Matthews	Member/ UFT	
Isabel Reyna-Torres	Member/ UFT	
Essie Benason	Member/ PTA	
Emily Weichers	Member/ PTA	
Open Position/Voting new member	Member/ PTA	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- 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 2014-14 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)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To increase understanding of best practices for teaching and learning by providing multiple opportunities for engaging in collaborative professional discussions, offering timely and relevant feedback, providing development and other resources, as documented in the Advance teachers' evaluation tool.

By June 2015, all school leaders and teachers will have engaged in a collaborative cycle of observations, feedback and support, with 100% of teachers receiving at least 4-6 observations, plus participating in multiple discussions with school leader regarding instructional practices, aligned with Danielson's framework, as documented in Advance. 100% of teachers will be provided with opportunities for professional development in the areas of designing coherent instruction, pedagogy, questioning, assessment and conversations techniques, in order to improve outcomes for all students, including subgroups such as ELLs and SWDs, as documented with workshop/meetings sign-in sheets.

By June 2015, 100% of teachers will increase their knowledge of the Danielson Framework component 3b as measured by formal and informal observations.

Comprehensive Needs Assessment

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

Based on the low inference notes taken during our initial round of informal classroom visits, it became apparent that across classrooms the instruction and learning tasks were teacher directed. Being that the research supports the idea that the best indicator of student success is teacher effectiveness and engagement. Noted educators, Charlotte Danielson, Marzano, and Kim Marshall all indicate that conversations around teaching and learning must be grounded in evidence of practice; in actions, statements, and in decisions a teacher makes during his/her practice. Without the actual evidence, the evaluator can only rely on subjective impressions that can lead to inconclusive understandings about best practices. For evaluators, leaders, and supervisors, evidence assembled from a variety of sources is the most authentic foundation for an evaluation and for structuring the professional conversations that can lead to improved practice.

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. Professional development has been provided since the first PD day in September.
2. The professional goals discussed with teachers during their IPC, Initial Principal Conference, will be anchored in 3b of the Danielson framework and mutually acceptable components will be selected and used as a focus for their personal growth and observations, with the understanding that all components can be utilized for formative purposes of enhancing their practice.
3. Professional development provided weekly during the SBO time of 50 minutes, either Tuesdays or Thursdays.
4. Connections to the Danielson Framework and evidence of instructional practice will be integrated into the weekly grade level planning and Inquiry Study group time.
5. Feedback for each teacher will be provided either orally or in writing, referencing the evidence obtained during both the informal and formal observation.

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

1. Administration, Teachers, School Leadership Team, Literacy Consultant, Instructional Leads Teachers, Math Coach.

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

1. Review of teacher reflections and feedback on professional development offered on the first day of school.
2. By October 31, 2014 all teachers will have participated in their Initial Principal Conference and personal targets will be determined and documented. Ongoing observations will be used to assess teacher progress.
3. Teacher reflections and feedback on all professional development offerings will be reviewed at instructional team meetings.
4. All grade level, planning, and inquiry group meetings will provide school administration with agendas, outcomes, attendance, and next steps, which will be

reviewed at instructional team meetings.

5. The school administrators will collaborate to determine a schedule for conducting formal and informal teacher observations, and will initially conduct several joint observations to ensure that they have a normed understanding of best practice and strategies for providing relevant and meaningful feedback.
6. By June 2015, teachers will participate in professional discussions around utilizing the Danielson framework 3b and its relation to their individual learning. Teachers will use this rubric to closely examine lessons and student work for evidence of best practice and conduct a gap analysis of student outcomes in order to better understand student learning and explore strategies to differentiate instruction designed to address the needs of all learners.

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

1. Beginning September 3, 2014 and continuing through June 2015, the school will maintain an observation schedule and professional development plan, modified, as necessary, and differentiated to meet the needs of the school staff. During common planning time, teacher team meetings, off-site/onsite professional development, and various weekly collaborative meetings, all agendas and attendance sheets will be documented, collected and reviewed during ongoing instructional team meetings.

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

1. Teacher effectiveness website in NYCDOE, ARIS LEARNS professional development videos and articles related to areas in Advance and Teacher Effectiveness website. Professional Development will be provided in relation to the Danielson Framework 3b.

Strategies to Increase Parental Involvement

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

- Parents will be advised that the school, in conjunction with the city-wide initiative, will implement specific, research-based strategies to assess and support teacher practice for the purpose of improving student performance.

Budget and Resource Alignment

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

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

Title 1 funds will be used for Math coaches PD time and Math Study groups off-site.

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, all students in grades K-5 will show improvement in their behavior as they work towards our PBIS (Positive Behavior Intervention System) values. This improvement will be measured by a 5% decrease in student behavior incidents on Occurrence Report System (OORS).

Comprehensive Needs Assessment

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

The OORS data indicate that we have had a significant number of level 3 and level 4 infractions most of which have occurred in the classrooms. Between September 2014 and October 2014, there have been ten such occurrences.

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

A teacher and paraprofessional will attend a total of six sessions, three each, of professional development provided by Goldmansaur and Rutherford. One session will be devoted to visiting a classroom where teacher and paraprofessional will observe another classroom with strategies implemented. Ramapo will provide professional development sessions to the staff. A ladder of referral and discipline procedures will be developed and implemented schoolwide.

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

1. All teachers and support staff and administration will engage in research-based instructional programs, professional development provided by Ramapo and Goldmansaur and Rutherford.

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

1. All school staff will be guided by the ladder of referral and discipline procedures in making decisions about behavior in the classrooms. Staff will engage in conversation around the materials presented by Ramapo and Goldmansaur and Rutherford.

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

1. **October 2014-June 2015**

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

1. Substitute teachers and substitute paraprofessional will be provided for teachers who are attending professional development sessions outside of school.
2. In-house professional development sessions provided by Ramapo will occur during the Tuesday and/or Thursday PD mornings.

Strategies to Increase Parental Involvement

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

1. Writing Celebrations.
2. Parent engagement workshops
3. Increased Student project based work
4. Make a direct correlation to the above goal and parent involvement necessary to achieve goal

Budget and Resource Alignment

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

X	Tax Levy		Title IA	X	Title IIA	X	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 of 2015, the number of all second graders performing in the lowest third of their grade will demonstrate progress as measured by Teachers College Reading and Writing Running records assessments by two reading levels.

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.

Based on our Teachers College Reading and Writing baseline running records, one third of 2nd graders were not reading on grade level. Of those students reading below grade level, ten are ELLs and ten are SWDs. It is evident that we need to continue to provide targeted interventions to all “at risk” students. Research indicates that second grade is a crucial year in reading. Students who are at risk in second grade tend to fall farther behind as they move onto higher grades. Early intervention of low performing students is key in ensuring that all students achieve high levels in literacy and make progress 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. All “at risk” students in the second grade will be provided with a targeted intervention to meet their specific needs based on data. The effectiveness of the intervention will be monitored, monthly from October 2014 – June 2015, to determine its effectiveness by the Academic Intervention team, the School Intervention team and/or the RTI team.
2. Students will be provided with interventions during the school day through small group differentiated instruction to meet the specific needs of each student across content areas. The interventions will be modified or adjusted based on the TCRW running records and Performance Task (November 2014-June 2015). The SETSS and AIS teachers will work with both mandated and non-mandated students using Fountas and Pinnell’s Leveled Literacy Intervention System, monthly independent/guided reading reports; performance tasks in literacy and student work products across content areas to determine next learning goals of the students they will be addressing.

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

1. Administrators, SETSS teacher, AIS teacher, ESL teachers, classroom teachers, will monitor student progress using F & P Benchmark Assessments, Student work, and Performance Tasks.

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

1. The Academic Intervention Team will meet monthly to monitor student progress and the effectiveness of the interventions and instruction provided to the “at risk” students. The team members will analyze the benchmark assessments in reading as well as student work products across content areas. The team will articulate with classroom teachers on a monthly basis from October 2014–June 2015.

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

1. Beginning October 2014, after benchmark assessments are analyzed, and continuing through June 2015, the school will maintain an assessment binder and an AIS plan, modified as necessary. Bi-monthly meetings with second grade teachers to discuss the academic interventions and student progress. Agendas and minutes will be kept of the AIS meetings with teachers documenting intervention strategies discussed and interventions implemented.

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

1. Professional development will be provided to teachers on the following topics: CCLS Speaking and Listening Standards, Charlotte Danielson’s Framework for Teaching: Teacher Effectiveness Rubric 3B-Using Questioning and Discussion Techniques 3D-Using Assessment in Instruction, Guided Reading, Shared Reading, Interactive Read Aloud. School-wide study around reading comprehension. Professional texts, Literacy consultants, student work and performance assessments will be used as resources.
2. Targeted small-group instruction will be provided to students in the lowest third, specifically focusing on the CCLS Speaking and Listening Standards.

Strategies to Increase Parental Involvement

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

1. Monthly Newsletters are sent home to parents in the languages that are represented at PS 20.
2. Parents are invited to Writing Celebrations
3. Youth Development Attendance Monitoring

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, there will be an increase of 1% in family engagement by involving parents and students in both academic and social activities to establish a framework and form effective partnerships with families that will lead to improving student outcomes as measured by the 2014 Learning Environment Survey, agendas and sign in sheets.

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.

PS 20 believes that parents are the key partners in their child's education. In order to improve student outcomes increasing family engagement is a priority. We need to continue to improve home/school communication and engagement. We want to engage more parents in decision making and promote active involvement in the school community.

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. Communication: will be enhanced by providing families with copies of the following: Parent handbook, NYCDOE calendar, NYCDOE family guide, Title 1 Parent Involvement Plan and Parent Contact.
2. The Principal, Assistant principal, Math coach, Network coaches, Guidance Counselor, Social Worker, and Wellness in the School chef will facilitate workshops on Common Core standards in Literacy and Math, Social Emotional development, nutrition and exercise.
3. All flyers, letters, curriculum materials, report cards are provided in multiple languages as per the language reports.
4. Families will be provided with monthly curriculum calendars to inform them about what their child is learning in each area of the curriculum and how to support their child's learning at home.
5. Families will be provided with additional workshops on Homework help for students in the Dual language Program.
6. There will be a Parent Bulletin Board near the entrance of school yard, where announcements, celebrations, invitations, flyers, school menus will be posted.

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

1. Principal, Assistant Principal, Parent coordinator, Math coach, Guidance Counselor, Social worker, SLT will communicate and collaborate with parents through various forms or notices

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

1. All key personnel will meet to discuss the 2014 Learning Environment Survey to inform family communication and engagement needs.

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

1. September 2014- June 2015.

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

1. In-house family engagement sessions will be provided by staff members and/or network coaches will occur during our Wednesday Morning Parent
- 2.

Strategies to Increase Parental Involvement

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

1. Regular communication: flyers, letters, phone calls
2. Parent Bulletin Board announcements/resources will be posted by the entrance
3. Family engagement workshops
- 4.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	X	Title III	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.

By June 2015, all of our 4th and 5th grade students who have below 90% attendance, will show a 95% improvement of in their attendance rate as measured by ATS reports, class participation and in classroom formative 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.

PS 20 believes that student attendance is closely correlated with student achievement; therefore, it is important that students are in school every day. Students with attendance below 90% have proven to perform poorly academically compared to their peers who are in regular attendance. Twenty of the 26 chronically absent students received a level 1 on either or both of their State Math and ELA exams last year.

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. Attendance committee
2. Faculty meeting
3. Parent summit
4. Monthly Attendance Certificates and special announcements

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

Parent coordinator, Guidance counselor, and teachers will collaborate to monitor student attendance daily. Network personnel will conduct parent summits and faculty meetings on this subject.

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

Daily attendance will be printed and monitored.
Teachers will contact parent(s)/guardian daily for chronically absent students.
Protocols will be in place for working with families of children with attendance below 90%.
Letters are sent home monthly for children whose attendance is below 90%.
Check-ins with students who have a history of chronic absences or lateness.

Timeline for implementation and completion including start and end dates

January 2015-June 2015

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

1. The attendance committee meets every Monday to discuss daily attendance and trends.
2. Workshops will be provided by network staff on Attendance and how to monitor and follow up on chronically absent students.
3. Network staff will meet with parents to discuss the importance of regular attendance.
4. The Guidance Counselor will establish an ongoing communication with families.

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).

Regular communication: flyers, letters, phone calls.
Parent Bulletin Board announcements/resources will be posted by the entrance.
Family engagement workshops.

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided reading, individualized conferring, strategy groups in reading and writing, small group systematic multi-sensory phonics instruction,	Small group instruction, 1:1, tutoring	During the school day
Mathematics	Strategy groups, individualized instruction and conferring	Small group instruction, 1:1 conferring	During the school day
Science	Content area focus through literacy instruction	Small group instruction	During the school day
Social Studies	Content area focus through literacy instruction	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Alternative recess, girls' group, boys' group, social-emotional support groups, individual counseling, mediation, family services (CBO)	Small group, individual meetings, parent/child meetings	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. Teachers receive focused and differentiated professional development. 2. Teachers' professionalism will be honored and encouraged as they choose professional development goals to pursue in addition to the administrator's chosen goal. 3. Collaborate with colleges and universities to recruit highly qualified teachers.

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).
High Quality professional development is in alignment with PS 20's CEP goals and strategies. We firmly believe that all students can receive rigorous CCLS aligned instruction when teachers fully understand the content and can utilize effective instructional and pedagogical practices. To accomplish this, the principal and/ or assistant principal along with teachers will participate in a myriad of professional development opportunities at the school level as well as by consultants and network achievement coaches.

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.).
The School Leadership Team includes four parents, teachers and administrators and support staff to ensure the effective coordination of programs for all our students. In addition, the principal meets with the Academic Intervention team and lead teachers from each grade level to ensure the coordination of services for all students. The Academic Intervention team meets weekly to monitor the progress of "at risk" students and ensure the coordination of services for all students. The Title I services are integrated with Title I professional development initiatives, bilingual programs (Title III and Part 154), special education initiatives and services for students living in temporary housing. All programs support the attainment of high standards for all students. P.S. 20 has a partnership with Head start programs that focus on transitioning Head Start students into Kindergarten. Our Parent Coordinator visits Head Start Programs and the Head Start teachers visit PS 20. We hold tours for families to visit our school and kindergarten classrooms.
PS 20 has a Wellness in the school Program that provides healthy breakfasts and lunches for our students. We also participate in Cook Shop for families and Cook Shop in the classroom, where families, as well as, the children learn about healthy eating habits and prepare healthy snacks.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
To provide a smooth transition to elementary school, we demystify kindergarten and build pleasant anticipation by planning visits and joint class activities. A favorite activity is to invite kindergarten students to be interviewed in the PreK classroom. Our social worker conducts parent workshops and classroom tours to help families prepare. Pre-Kindergarten

teachers participate in teacher team meetings to ensure a thorough understanding of kindergarten requirements to enable them to adequately prepare students.

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.

PS 20 uses varied assessments to inform instruction, which includes NYCDOE Periodic Assessments, NYS Assessments, MOSL assessments, and teacher created assessments. The process for choosing and/ or developing assessments consists of administrator and teacher team discussions to evaluate the assessment, determine the type of information it provides and its usefulness, and the dependability of the data it provides. Teachers and administrators came to an agreement on the best forms of assessment to meet the needs of the students. Teachers participate in professional development topics such as how to analyze data and how to use the data to inform instruction.

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, PS 20 will support parents and families of Title I students by:

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

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);
 - sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
 - advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

always try my best to learn. **DBN: 01M020**

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 Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide 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 Schoolwide 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	\$394,879.32	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	\$83,356.00	X	See action plan
Title III, Part A	Federal	\$12,128.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,130,422.00	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 Schoolwide 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 Schoolwide pool to support any activity of the Schoolwide 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 Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide 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 – Schoolwide 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 75	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 20 AFTER-SCHOOL PROGRAMS

PS 20 will serve approximately 75 ELL students and 5 former ELL students in an after-school program that will run from November - May, 5 days per week. This after-school program will combine a 21st Century after-school grant and Title 3 funds to form this 5 day program.

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

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

On Mondays, the Title 3 certified ESL teacher will teach two additional groups of 10-15 students each. They will have one 50 minute instructional period each (3:10 - 4:00 and 4:10 - 5:00.) These students will be students who are at intermediate to advanced levels of English proficiency. One group will be K-3, while another group will consist of students in grades 4-5. The instructional program of this program will be specific to English language use in content-area instruction. Rigorous study of "juicy" vocabulary and sentences encountered through higher-order analysis of literature and non-fiction text will be addressed.

This vocabulary and sentences chosen for study will be aligned with the language goals for students. Demonstration of acquisition and understanding of the newly learned words, sentence structures, and concepts will be through reading and verbal expression will be stressed.

NATIVE LANGUAGE SUPPORT FOR NY STATE ASSESSMENTS

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here: All of the teachers Dual language and ESL teachers have been engaged in professional development for two years. We will have a consultants from NYSIEB and NYU come to deliver professional development in all aspects of best practices with ELLs including sheltered instruction and the reader's theater.

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

The dates for the workshop and observations are as follows: November 4, 2014 and other dates throughout December and January.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 1	Borough Manhattan	School Number 20
School Name type here		

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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	62									62
ESL	31		16	17		6	2			50

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	93	0	16	17	0	6	2	0	0	112
Number of ELLs who have an alternate placement paraprofessional: <u>4</u>										

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													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese	21	27	12	27	5	31	14	24											52	109
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	21	27	12	27	5	31	14	24	0	52	109									

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>40</u>	Number of third language speakers: <u>9</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>2</u>	Asian: <u>89</u>
Hispanic/Latino: <u>10</u>	Other: <u>7</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>10</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	3	2	1	4	6	5								21
Chinese	28		4	5	4	1								42
Russian														0
Bengali	1	1			1	2								5
Urdu														0
Arabic		1												1
Haitian		1												1
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	32	5	5	9	11	9	0	71						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	8	2	2		12
4	13	62			75
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4	1	2		5		8
8									0

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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 The assessment tool used by the teachers at PS 20 to assess the early literacy skills of our ELLs is the TC Running Records. The data collected through these assessments has shown that many of our ELL students are reading below grade level. In grades 3-5 it is showing us that the students need to develop their critical thinking skills more because they are unable to comprehensively answer the

inferential questions about the text. This shows us that we need to provide more time for thinking about the literature and to also provide scaffolds for the students in this area. Also, the vocabulary and the words that student tend to miss during their assessments are Tier II words. This information is part of the data that we used to determine our professional development plan for the school. We are also looking at our language and word study blocks to look at how to improve instruction in this area. In addition, this year's focal point is how to build and use conversation to increase vocabulary both orally and in the students' writing.

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

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

We currently do not administer ELL periodic assessments.

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

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

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

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

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. Teacher made assessments, our 3rd gradrs will also be assessed this year by taking the Chinese Language Exam in spring.
 - b. Students are learning at a rate that is developmentally appropriate for them. They will be assessed using teacher made assessments. Assessments are on-going. Our DL program is a side-by-side program where students are completely immersed in the language. Currently, we have found that the oral language of our EP students in Mandarin is much stronger than their reading or writing.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We look at the percentage of ELLs meeting proficiency on the NYSESLAT. We also examine the state assessments for grades 3-5. We

also look at our running records, math assessments, and performance assessments for each unit to determine where students' needs lie.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

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

Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100 percent compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. All students deemed eligible to receive service will receive ESL services within 9 days of being identified as an ELL
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

aste response to questions
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- We have in fact opened a Dual Language Program to accommodate parent requests and city and state mandates. The Dual Language Program is now in its third year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We currently have 2 self contained ESL classes in First and Second Grades. All of our students in K,3,4& 5 are clustered together in one general education class per grade where our ESL teachers push int othe class and co-teach with the classroom teacher to address the needs of the various levels in the class. Additionally, the ESL teacher pulls out the students who scored on a beginner or intermediate levels in the class.Students who are new to the United States and speak limited English are also being served in the Extended Day Program(Tuesday, Wednesday and Thursdays for 50 minute periods). The studnets in self contained and the 4th and 5th grade general education classes with ESL services are mixed heterogeneously. Native English speakers, students scoring Advanced,Intermediate, and Beginner are all present in each class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here: On staff we have 6 certified ESL teachers. Four of those teachers teach a self-contained ESL class (grades K-3). The 5th and 6th teacher provides push-in/pull-out services to the students who are in 4th and 5th grade and students who are in CTTs or self-contained special education classes. Beginners and Intermediates who require 360 minutes of ESL instruction are served through this model. Advanced students who require 180 minutes of instruction are also served through this model. For our dual language classes we follow a side-by-side model. The students receive one day of native language arts instruction in Mandarin and then one day of instruction in English and the pattern continues. The two classes of twenty-five students are mixed with English Proficient students and ELL students who are Mandarin speaking.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

DUAL Language - all subjects are taught in both languages. Key vocabulary is highlighted in each language. DL teachers plan with each other to ensure that lessons are being built upon for each content area.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Developmentally appropriate rubrics have been established for the Mandarin English Dual Language Program. Check lists fro Listening, Speaking, Reading and Writing are used in the existing Kindergarten and First Grade classes and Checklists have also been established for the anticipated use in Second and Third Grade Classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

Differentiation of Instruction for ELL sub-groups:

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

As per the English Language Acquisition Needs Determination procedures students who meet the criteria are no longer receiving services . Students who are not considered for this classification receive the mandated minutes of service either in a mainstream classroom or in a small pull-out group with an ESL teacher.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students receive their mandated services within their classes so as not interfere with the flow of their daily schedule.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Science:				

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

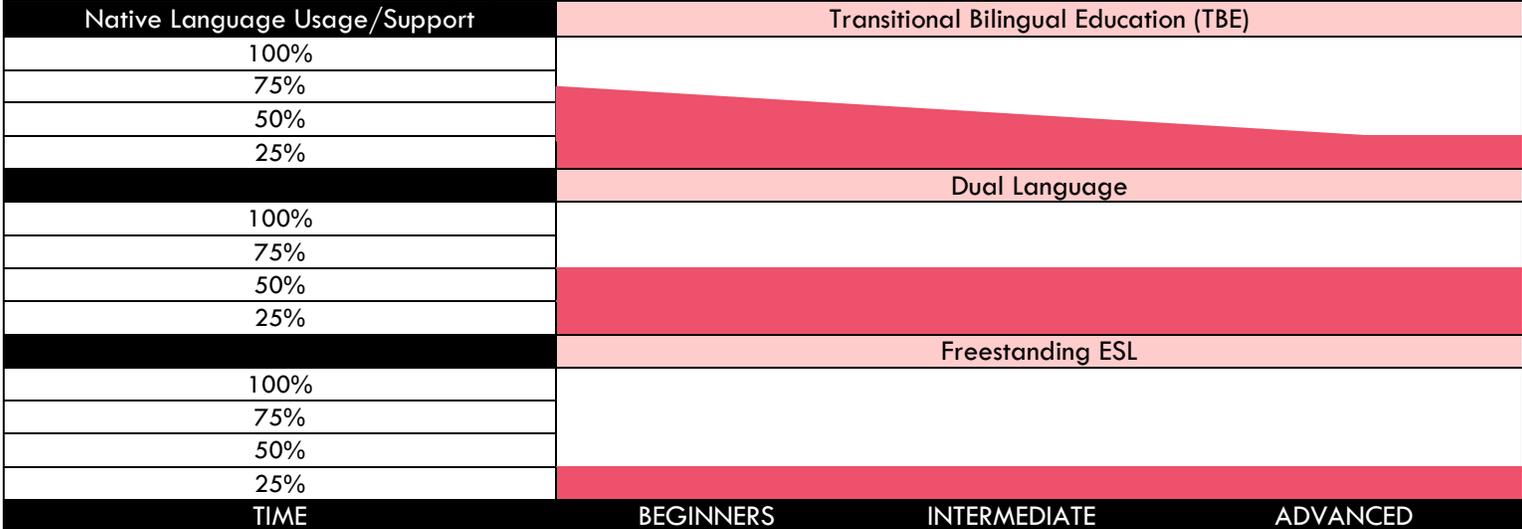
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

skills as well concepts of print and literacy. In the general education and self-contained settings students will be instructed in small groups throughout the day to address their needs. All students will be exposed to the grade level content curriculum. The use of visuals, manipulatives, and total physical response will be ongoing. When possible, a teacher who speaks their language will be available for native language support.

18. What language electives are offered to ELLs?

Language electives are not currently offered.

19. For schools with dual language programs:

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

D. Professional Development

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

: 1. PS 20 will host a series of workshops for parents of ELLs. The initial Parent Orientation meetings held in October 2013 offers parents the opportunity to learn about the PS 20 ESL parent workshops held throughout the year via Title III funding with support and tips for parents to use with their children at home. At the Part 154 meetings, held within the first ten days of the 2013-2014 School Year, parents will be informed of their rights and program choices in their native language and will be given documentation in their native language to ensure a full understanding. Translators will be available at all parent meetings. Parents are encouraged to meet with classroom teachers regarding child's performance and progress. An ELL Parent Conference will be conducted in the spring prior to the administration of the standardized tests to review strategies to assist parents in helping their ELL students prepare for each exam. This year we are conducting also conducting parent workshops on the ARIS Parent Link and how to access the information provided there. The workshops are conducted with translators so that the information is accessible to all parents. Translators will be provided.

2. We currently partner with , Henry Street Settlement, , and Wellness in the Schools. HENRY STREET SETTLEMENT provides mental health services to some of our students and their families. Henry Street Settlement provides and after-school program and also works with PS 20 to provide the clubs for the PS 20 after-school program. They also work with community outreach helping to align necessary health and wellness services

Wellness In the Schools is a program that teaches students and their families about nutrition and health. The WITS committee work side by side with the PTA to conduct week end workshops and evening celebrations to teach and engage families.

3. Our parent coordinator sends out a survey to assess/evaluate the needs of our parents. We also look at our Learning Environment Survey to see what the needs of the parents are.

4. Parents have a computer room in order to access the Aris Parent Link and information which will be helpful for their child's continued academic achievement. We also have a Parent Night where the arts are linked to language acquisition, providing parents with a different lens on ways to engage their children in meaningful conversation.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 20M

School DBN: 01M

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01M020 School Name: Anna Silver School

Cluster: 2 Network: 203

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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