



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**                      **10X020**

**School Name:**                              **PS/MS 20**

**Principal:**                                   **JOAN RILEY**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS/MS 20 School Number (DBN): 10X020  
School Level: ELEMENTARY/MIDDLE Grades Served: PRE K - 8  
School Address: 3050 WEBSTER AVENUE  
Phone Number: 718-515-9370 Fax: 718-515-9378  
School Contact Person: BARBARA BUNTEN Email Address: BBUNEN@SCHOOLS.NYC.GOV  
Principal: JOAN RILEY  
UFT Chapter Leader: MICHELLE EDELSON  
Parents' Association President: OMAYRA ROMERO  
School Leadership Team  
Chairperson: BLANCHE CUEVAS  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 10 Superintendent: MELODIE MASHEL  
Superintendent's Office Address: 1 FORDHAM PLAZA, BRONX, NY 10458  
Superintendent's Email Address: MMASHEL@SCHOOLS.NYC.GOV  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: DEBRA MALDONADO  
Network Number: 571 Network Leader: LYNETTE GUASTAFERRO

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JOAN RILEY	*Principal or Designee	
MICHELLE EDELSON	*UFT Chapter Leader or Designee	
OMAYRA ROMERO	*PA/PTA President or Designated Co-President	
ROSA ROSADO	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
MARY ELLEN DEVITT	Member/ UFT	
WILDRED CADIZ	Member/ UFT	
ALISON PLATI	Member/ UFT	
BLANCHE CUEVAS	Member/ CSA	
JINAT HASINAT	Member/ PARENT	
SAMIRAH ALBADANI	Member/ PARENT	
FERDOUS FARHANA	Member/ PARENT	
MILAGROS RODRIGUEZ	Member/ PARENT	
SABIA BEGUM	Member/ PARENT	
VACANCY	Member/ PARENT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>	

administrators value each other.

## **Accountability Tools and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **1. Contextual Information**

PS/MS 20 is a beautiful Pre-K through 8 School serving the Norwood community in the North-West section of the Bronx. PS/MS 20 is dedicated to striving for excellence for all students. Through our balanced partnership of teachers, staff, students, parents and the community, all students are guided to take responsibility for their own learning. We believe that a supportive, risk-free learning environment supports students in their pursuit of lifelong academic and personal achievement.

PS/MS 20 is dedicated to promoting a school-wide equity, equality, dignity and respect for all, recognizing the goals, and contributions, of individual students, teachers and staff members. We believe that all of our students can achieve and expect that all of our students will achieve. The vast majority of our teachers collaborate on professional teams (special education, grade level, vertical, and inquiry) to implement school wide instructional practices that align with the CCLS and incorporate the CCLS Instructional Shifts to ensure continuous student progress.

Our school culture has embraced the Positive Behavior Implementation System to promote the social-emotional and intellectual progress of all of our students. PS/MS 20 has established many partnerships in a continued effort to provide excellent and rigorous teaching and learning: TMI (Teaching Matters, Inc.) Network 571, the Middle School Quality Initiative (MSQI), the Office of Effective Teaching, Consultants from Houghton-Mifflin (Journeys) and STAR Renaissance Learning (Math), the American Institute for Research (RTI), SONYC After-School program for Middle School, New York Runners Mighty-Milers Club (grade 5) and CHAMPS.

The Instructional Focus for our work this year is to increase Student Engagement. In order to ensure that all students are engaged in appropriately challenging tasks, the teachers at PS/MS 20:

- Consistently provide multiple entry points into the curriculum for all students, PS/MS 20 consistently provides:
- Plan for multiple entry points into the curriculum for all students,
- Carefully craft questions and scaffold supports and extensions for all students to access the curriculum
- Use assessment results to understanding student instructional levels in order to plan appropriately
- Include authentic checking (not superficial checks) to assess for understanding so that teachers can modify their instruction and/or their lessons
- Provide many opportunities for students to take responsibility for their own learning. These opportunities include student self-assessment using rigorous, standards-based rubrics; peer assessment; student-to-student discussions and support; and student presentations with detailed explanations of their own work.

### **2/3. School Strengths, Accomplishments and Challenges**

#### *Tenet 2 – School Leader Practices and Decisions*

PS/MS 20 has developed a culture for learning with the expectation that learning and reflection is everyone's responsibility, and the expectation for shared leadership in acquisition of teaching strategies and skills articulated in Danielson's Framework for Teaching through Teacher Leaders and workshops and intra-visitations.

- The administrative team has been reorganized to reflect content area supervision instead of grade level assignments. ( e.g. ELA/Social Studies and Mathematics/Science) As a result of this decision, assistant principals are instructional focused on the delivery of the CCLS standards in specific content areas and this has supported the development of the ability to provide feedback and support that enables more effective teaching.
- Three Lead teachers at PS MS 20 teach for a portion of the school day and then work with individual teachers and

grade teams to collaboratively support the development of curricula revisions, assessments, rubrics, and checklists, units of study and lesson plans. In addition, lead teachers, model and provide peer feedback aligned to the Danielson Framework for Teaching to support and to mentor the in house professional development of teachers.

- PLC's – (Professional Learning Communities) - Teachers collaboratively plan and facilitate weekly PLC meetings following the inquiry model focusing on learning targets that align with the CCLS, the instructional shifts and Danielson's Framework for Teaching.

- Common Preps – Grade level teams are afforded a minimum of one common collaborative planning period per week.

- Coaches/Consultants from TMI, MSQI, a Teacher Development Coach (OEF), Houghton Mifflin, and Renaissance Learning provide coaching and mentoring support to teacher teams, to build capacity and drive instruction specific to our needs.

#### *Tenet 4 – Teacher Practices and Decisions*

- Teacher teams and professional learning communities are deeply embedded structures at PS/MS 20 that promote the implementation of the CCLS and the instructional shifts. As a result, teacher teams:
- Engage in structured professional collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- Analyze assessment data and student work, to monitor student progress and to make necessary adjustments to the curriculum and instructional tasks, resulting in shared improvements in teacher practice. The teams have implemented a cycle of Professional Learning that begins with data analysis, and moves to identification of research based instructional methodologies that are implemented in the classrooms and evaluated for effectiveness through progress monitoring.

#### **Focus Area/Challenges:**

The school will focus on developing common formative assessments that provide teachers and students with data to measure progress toward meeting standards. In addition, teachers will create portfolios that track and monitor student progress. At PS/MS 20, we understand the importance of assessment in the instructional process and engage in activities to ensure that assessments are aligned to the curricula and provide data to enable our teachers to make necessary adjustments/modifications to their units of study and to their practices.

- Supporting teachers to use or create assessments, rubrics and grading policies that are aligned with the schools curricula and offer a clear picture of student mastery.
- Develop a school wide understanding of the purpose and characteristics of rubrics that are consistent and share the same coherence across the grades.
- Assessments will include performance tasks, baseline assessments, benchmark assessments and progress monitoring assessments, all aligned to the curriculum and practices.
- Deepen a school-wide understanding of the purpose of universal screening, formative assessments, and summative assessments as well as the recognition of how to effectively apply the data using research based methodology, resources, and tools of measurement.
- Identify measurement tools for analysis which include but are not limited to: DIBELS, DIBELS3D ( grades K-5), DRP (Degrees of Reading Power) for grades 3-8, DRA, running records, Wilson Foundations, ELA and Math assessments from previous years (State), NYSITELL, NYSESLAT, NYSAA, Achieve 3000, Renaissance, teacher created summative and formative exams.
- Progress monitor and review learning goals approximately every 6 weeks and issue progress reports to parents.
- Review the indicators for student performance against the learning experiences provided to the student by the teacher and assess to determine whether or not it would be beneficial to the learner to change or alter either the level of supports that are in place for the student and/or the actual content and structure of the teaching to improve performance.
- Embed checks for understanding in daily lessons. Students self-assess their needs and are aware of their next learning steps.
- Ensure that students are flexibly grouped based on assessment needs.
- Engage in a process to develop a school wide rubric that corresponds to NYS established levels of competencies; that embed the language of the CCLS into the individual cells and teacher feedback and actionable next steps. The school wide understanding is that level 3 indicates proficiency.

- Develop or identify common assessments to create an understanding of student progress towards benchmark goals and plans for differentiated entry for SWD's and ELLS.
- Develop progress reports/report cards for ELL students that reflect the proficiency levels identified by WIDA. ( World - Class Instructional Design and Assessment)
- Schedule common planning sessions for teachers to discuss and analyze data to insure that best practices are shared and communicated to impact student progress.
- Design instruction and resources to match student needs.
- Ensure that goals set by the students and teachers provide increased responsibility and accountability
- Teachers plan multiple ways to teach a concept such as using visuals, manipulatives, technology, scaffolding questions, problem solving checklists and different levels of text.

### 10X020 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	PK,0K .01,02, 03,04, 05,06, 07,08	Total Enrollment	1113      SIG Recipient      N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A      # Self-Contained English as a Second Language      N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A      # Integrated Collaborative Teaching      N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	10	# Music	7      # Drama      N/A
# Foreign Language	N/A	# Dance	N/A      # CTE      N/A
School Composition (2013-14)			
% Title I Population	86.2%	% Attendance Rate	91.3%
% Free Lunch	88.8%	% Reduced Lunch	3.9%
% Limited English Proficient	18.9%	% Students with Disabilities	23.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.9%	% Black or African American	6.7%
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander	12.0%
% White	9.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	9.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	9.01
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4	21.1%
Science Performance at levels 3 & 4 (4th Grade)	83.6%	Science Performance at levels 3 & 4 (8th Grade)	46.0%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
<b>Accountability Status – Elementary and Middle Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
<b>Accountability Status – High Schools</b>			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A

Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

3.5 - The school leader currently uses a systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. Our area of focus is to ensure that cohesive, comprehensive, and adaptive CCLS curricula, including units of study, are monitored through formative and summative assessment; student work is progress monitored through a clearly defined portfolio protocol.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will demonstrate improved ability to administer and analyze formative assessments and to document student progress resulting in a 5% decrease in the number of students in Tiers 2 & 3.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>			

<p>impact change</p> <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Teacher teams develop formative assessments to monitor student mastery of standards and analyze data to make adjustments in curricula and unit and lesson plans	Teachers	9/14-6/15	Administrators, Lead Teachers, Teachers
Establish a portfolio system that will use student work to track progress throughout the school year	Teachers	9/14-6/15	Administrators, Lead Teachers, Teachers
Purchase research based programs for progress monitoring, such as DIBELS 3D, Renaissance Learning for Math	Students Pre K-8	9/14-6/15	Administrators, Lead Teachers, Teachers
Train teachers for implementing progress monitoring programs	Teachers	9/14-6/15	Administrators, Lead Teachers, Teachers, Professional Consultants
Schedule RTI period in daily instructional program	Teachers, Students Pre K-8	9/14-6/15	Administrators, Lead Teachers, Teachers
Implement student after-school and Saturday Academies differentiated by student needs, including SWD and ELL students	Teachers, Students 3-8	9/14-6/15	Administrators, Lead Teachers, Teachers
Reduce class size in grades 3 and 4 by programming ESL certified teachers to pull-out ESL students for ELA and Math .	Teachers, Students in 3&4	9/14-6/15	Administrators, Lead Teachers, Teachers
Implement MSQI in grades 6-8 to increase literacy comprehension and vocabulary using Word Generation across content areas	Students 6-8	9/14-6/15	Administrators, Lead Teachers, Teachers
ESL teachers provide push-in services to data-driven homogeneous grouped students (using SIOP model for lesson planning)	ELL Students K-8	9/14-6/15	Administrators, Lead Teachers, Teachers
Collaborate with NYS / AIR for integration of RTI program based on results of assessment data	Students Pre K-8	9/14-6/15	Administrators, Lead Teachers, Teachers
Regular meeting with parents to examine assessment data and discuss progress of their children, to ensure communication and develop a collaborative trusting relationship	Parents/Families and students Pre-K to 8	9/14-6/15	Administrators, Lead Teachers, Teachers, Parent Coordinator, PA Exec Committee

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Research driven programs to support progress monitoring  
Programming for RTI period

Professional Development for programs related to progress monitoring  
 Coaching from NYS, Network, Administrators, Office of Effective Teaching, Lead Teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>	X	<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Formative mid-term assessments in January, Research based assessment programs DIBELS, Reading 3D Grade K-5 , DRP Grades 6-8, Renaissance Learning Math Grades 3-8 resulting in a minimum of 2% reduction in Tiers 2 & 3 students.

Time Frame: January – February 2015.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

5.2 - Through the implementation of PBIS, the school community collaborates to develop and use a plan that incorporates protocols and processes to communicate the import roles and contributions of all stakeholders in ensuring appropriate supports are provide to all students. PS/MS 20 has implemented the SWIS to monitor and respond to student social and emotional developmental needs. Our focus will be to work with teachers to continue to establish structures that support the use of data to respond to students' social and emotional needs to hat students become academically and socially successful.

Our Peer Mediation program assists students with peacefully solving conflicts.

Middle school students benefit from the Mayor's Middle School Initiative where they receive a minimum of 2 hours of leadership training weekly focusing on developing traits necessary for college and career readiness.

Students participate in technology, robotics, sports, arts, and theatre programs. Students participate in team sports through the CHAMPS program.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of major and minor incidents tracked through the use of the SWIS data capture program, will decrease by 40% through the implementation of a Check-in Check Out intervention program.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Further develop the PBIS accountability system to acknowledge and reinforce respectful, safe and responsible behaviors exhibited by all members of the PS/MS 20 community.	Students Pre K – 8	9/14 – 6/15	Administrators, Dean, PBIS Committee Members, Teachers
PBIS assemblies to expose students to school goals, tolerance, bullying, and role-playing on how to deal with challenging situations. Outside consulting groups will provide assemblies on anti-bullying, tolerance, etc.	Students Pre K – 8	9/14 – 6/15	Administrators, Dean, PBIS Committee Members, Teachers
Celebrate and acknowledge individual and class achievement for expected behavioral criteria	Students Pre K – 8	9/14 – 6/15	Administrators, Dean, PBIS Committee Members, Teachers
Continue to have cohorts of teachers trained in TCI and RTI and the use of the SWIS program	Teachers	9/14 – 6/15	Administrators, Dean, PBIS Committee Members, Teachers
Teachers will use model lessons to demonstrate to students the expected behaviors	Students Pre K – 8	9/14 – 6/15	Administrators, Dean, PBIS Committee Members, Teachers
Implement a Check-in Check-Out system for Tier 2 and Tier 3 students	Tier 2 and Tier 3 Students	9/14 – 6/15	Administrators, Dean, PBIS Committee Members, Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

District Training for TCI  
RTI  
SWIS  
Student incentives  
Scheduled SWIS and PBIS team meetings

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Decrease in SWIS referral forms of 20% by February 2015

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Instructional Focus is on increasing the level of student engagement. In order to ensure that all students are engaged in appropriately challenging tasks, we consider the following:

- We must consistently provide multiple entry points into the curriculum for all students;
- Our carefully crafted questions and scaffolds provide supports and extensions for all students to access the curriculum;
- Assessment results are critical to understanding student instructional levels in order to plan appropriately for their engagement;
- Assessments must include authentic checking (not superficial checks) for understanding so that teachers can modify their instruction and/or their lessons to ensure that all students understand what’s being taught;
- We must provide many opportunities for students to take responsibility for their own learning. These opportunities include student self-assessment using rigorous, standards-based rubrics; peer assessment; student-to-student discussions and support; and student presentations with detailed explanations of their own work.

**Use of Danielson’s Framework**

We align teaching practices across the grades to the curricula to reflect a coherent set of beliefs about how students learn using the Danielson Framework to create a common language and consistency of practice across the classrooms. Teachers and administrators provide formative and actionable feedback that align with the competencies articulated in the Danielson’s Framework for teaching and the instructional shifts expressed in CCLS. The following activities are conducted:

- Align work so that collaborative teams and professional development opportunities are framed to intersect with the Danielson Framework for each rubric.

- We focus on Danielson Framework 3b, 3c, and 3d in order ensure that the reasoning used by the students in discussion indicates high levels of student participation and questions that are formulated both by the teacher and the students reflect full engagement.
- Conduct observation feedback sessions that are characterized by a review of the Danielson Rubric to identify areas for improvement and next steps for teachers, with an emphasis on Domain Three.
- Implement professional learning sessions to deepen teachers' understanding of Domains One and Four enabling the teachers to develop and identify artifacts that are effective and or highly effective which promotes teacher reflection and knowledge of content resources and students.
- Hold vertical team meetings in content areas to review curriculum for revision and to inform team members of the long term learning targets for the grades. As a result the teachers are contributing to the school-wide expectations of ongoing professional learning.
- Convene grade level meetings to discuss and plan curriculum units of study, etc. that rely on effective teacher practices as defined by the Danielson rubric.
- Utilize TMI coaches to work with vertical teams in grades 3, 4, and 5 to support the implementation of literacy and mathematics relating all practices to the Danielson components.
- Provide opportunities for Special Education teachers to attend workshops relating to ICT models of inclusion for appropriate instruction (Domain 3) and for effective management of classroom procedures (2c)
- Have Lead Teachers work with teachers in grades K-8 to support the implementation of effective teaching practices in literacy and mathematics and to ensure that instructional shifts are incorporated into all units of study and lessons implemented.
- Observe teachers using the Danielson's Framework for Teaching along with the analysis of learning outcomes to evaluate instructional practices and implement strategies that implement professional growth and reflection.
- Identify resources, professional development and mentors to support improvement

#### **Teaching and Instructional Practices at PS/MS 20X that provide multiple entry points and extensions**

- Inclusion of discussions in the classroom that are characterized by the demonstration by students of higher order thinking strategies and skills.
- Structures within the classroom learning experiences expect and provide opportunities for students to take ownership of their learning.
- Planning, and developing a hierarchy of questions that allow multiple entry points into the discussion.
- The analysis of data to identify student strengths and areas of improvement to be aware of the potential learning misconceptions and to provide learners with experiences that develop pre-requisite skills.
- Using data to group students both heterogeneously and homogeneously to promote learning
- Universally screen for reading levels to provide the appropriately leveled text for independent and guided learning.
- Universally screen for mathematics instructional strengths and areas of need.
- Progress monitoring within the lesson and within a unit of student that includes authentic checking for understanding.
- Units of study include assessments, rubrics and tools of measure for students to assess their own learning.
- ESL students and SWD students are provided with multiple entry points and high quality supports and extensions, through such structures and devices as teacher-directed small group instruction, one-to-one student instruction, partner learning, use of concrete materials, etc.
- Provide training and professional development on quality of IEP development including the integration of CCLS as a result staff will be able to use student work to inform PLOPs and insure considerations for all major subjects with general education input and teacher voice.
- Support all teachers in implementing CCLS aligned IEP recommendations and instructional strategies as result the staff meets as an interdisciplinary team to collaboratively develop strategies and recommendations.
- RTI is a three tiered system in grades K-8. Each tier receives appropriately leveled support or enrichment activities to ensure improving outcomes in ELA for all students. Through RTI we ensure that students develop the skills needed to access instruction in the regular classroom.
- Tier 1 activities provide for differentiated instruction within the regular classroom.
- Assessments include: Screening 3 times a year and progress monitoring to make adjustments to the flexible groups and to modify lessons/instruction to meet the needs of all students.

- Tier 2 Instruction is provided through re-grouping at-risk students into small, homogeneous groups for remedial instruction to address their areas of need.
- Assessments include: Screening 3 times a year and progress monitoring.
- Tier 3 interventions are designed for students who have not responded to primary or secondary intervention and are intensive and provided in small groups.
- Assessments include: Screening 3 times a year and progress monitoring.

To improve SOP 4.5, our focus will be on the use of research based summative assessments including universal screening, progress monitoring, interim measures and outcome assessments to develop responsive flexible plans based on students' needs and strengths. The intent is to increase our data-based instruction so that it is timelier, purposeful and leads to high levels of students' achievement.

Analysis of the 2014 NYS test data revealed the following:

**ELA Analysis – 623 Students Tested**

- The percentage of students in grades 3-8 that met or exceeded the proficiency standard (Level 3 or 4) in ELA was 17.1%, with the individual grade levels ranging from a low of 10.2% to a high of 21.9%
- The overall results of the 2014 ELA assessment showed a negative change in proficiency from 2013; proficiency across the school in 2014 dropped from 19.3% to 17.1%
- The only grade with an increase in proficiency was 6<sup>th</sup> grade, which moved from 13% to 19%
- 60% of students in Grade 3 tested as at Level 1 and 29% tested at Level 2

**Math Analysis – 626 Students Tested**

- The percentage of students in grades 3-8 that met or exceeded the proficiency standard (Level 3 or 4) in Math was 21.3%, with the individual grade levels ranging from a low of 14.8% to a high of 27.8%
- The overall results of the 2014 Math assessment showed a positive change in proficiency from 2013; proficiency across the school in 2014 increased from 16.8% to 21.8%
- The school showed significant increase in student proficiency in Math in grades 5, 6, 7.
- PS 20 outpaced NYC in the Grade to Grade changes based on matched cohorts. Overall PS 20 had a 8.8% increase proficiency compared to NYC at 3.8%.
- 42% of students in Grade 3 tested as at Level 1 and 43% tested at Level 2

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teachers will create common CCLS-aligned rubrics across subjects and grades to assess student work; and will provide opportunities for students to use rubrics for peer and self-assessment to ensure greater student ownership in their learning process.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> </ul>			

<ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Teacher teams will develop and norm rubrics for content specific instructional tasks	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Teachers observations will generate feedback and ratings against the Danielson rubric on component 3c – Student Engagement	Students Pre K-8	09/14-06/15	Administrators
ESL teachers in grades 3 and 4 for Math and ELA will use the Mastery Connect System to develop standards based assessment in order to monitor student progress in mastering standards based skills and concepts, including rubrics and rubric data.	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Student will learn to utilize the rubrics to assess their own work products.	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Lesson plans will articulate data used to formulate groups including formative assessment and rubric data	Teachers, Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Rubrics for the portfolio process will be developed to monitor student progress	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Collaborative teacher teams follow a protocol for LSW (looking at student work) during common planning times to monitor student progress toward concepts and skills in planning next lessons.	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Provide multiple entry points into the curriculum for all students	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Lesson plans will include carefully crafted questions and scaffolds to provide supports and extensions for all students to access the curriculum	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Assessment results will be analyzed to understand student instructional levels in order to plan appropriately for their engagement	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Assessments will include authentic checking for understanding so that teachers can modify their instruction and/or their lessons to ensure that all students understand what's being taught	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers
Oopportunities for students to take responsibility for their own learning including student self-assessment using rigorous, standards-based rubrics; peer assessment; student-to-student discussions and support; and student presentations with detailed explanations of their own work	Students Pre K-8	09/14-06/15	Administrators, Lead Teachers, Teachers

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 5. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of the teachers will use common CCLS-aligned rubrics.

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**2.5 - Structures to support distributive leadership**

- The administrative team has been reorganized to reflect content area supervision instead of grade level assignments. ( e.g. ELA/Social Studies and Mathematics/Science) As a result of this decision, assistant principals are focused on the delivery of the CCLS standards in specific content areas to support the ability to provide feedback and support that enables more effective teaching.
- Three Lead Teachers** at PS MS 20 teach for a portion of the school day and then work with individual teachers and grade teams to collaboratively support the development of curricula revisions, assessments, rubrics and checklists, units of study and lesson plans. In addition, lead teachers’ model and provide peer feedback aligned to the Danielson Framework to support professional development and to mentor teachers.
- Teacher Leaders** at PS/MS 20 are lead grade level content area teams. They assume a wide range of roles to support school and student success. These are catalysts for learning who help to shape the culture of the school, improve students’ learning and influence among peers.
- PLC’s** - Professional Learning Communities are regularly schedule for Monday afternoons for 80 minutes. The Inquiry model is followed for these meetings; they are teacher facilitated and collaboratively planned and implemented. The teacher’s work focused on learning targets that align with the CCLS, the instructional shifts and Danielson’s Framework for Teaching as articulated in the Danielson rubric.
- Common Preps** – Each grade level team is afforded a minimum one common collaborative planning per week.
- Our **TMI Network**, the **Middle School Quality Initiative**, and the **Office of Effective Teaching**, consultants from

the publishing companies of Journey’s and Renaissance provide coaching and mentoring support to build stronger structures in our teacher teams, to build capacity and drive instruction specific to our needs.

- Created a culture of expectation for shared leadership in acquisition of teaching strategies and skills articulated in Danielson’s Framework for Teaching through Teacher Leaders and workshops and intra-visitations.
- Created a culture for learning with the expectation that learning and reflection is everyone’s responsibility.

**Use of Danielson’s Framework**

We align teaching practices across the grades to the curricula to reflect a coherent set of beliefs about how students learn using the Danielson Framework to create a common language and consistency of practice across the classrooms. Teachers and administrators provide formative and actionable feedback that aligns with the competencies articulated in the Danielson’s Framework for teaching and the instructional shifts expressed in CCLS. The following activities are conducted:

- Align work so that collaborative teams and professional development opportunities are framed to intersect with the Danielson Framework for each rubric.
- We focus on Danielson Framework 3b, 3c, and 3d in order ensure that the reasoning used by the students in discussion indicates high levels of student participation and questions that are formulated both by the teacher and the students reflect full engagement.
- Conduct observation feedback sessions that are characterized by a review of the Danielson Rubric to identify areas for improvement and next steps for teachers, with an emphasis on Domain Three.
- Implement professional learning sessions to deepen teachers’ understanding of Domains One and Four enabling the teachers to develop and identify artifacts that are effective and or highly effective which promotes teacher reflection and knowledge of content resources and students.
- Hold vertical team meetings in content areas to review curriculum for revision and to inform team members of the long term learning targets for the grades. As a result the teachers are contributing to the school-wide expectations of ongoing professional learning.
- Convene grade level meetings to discuss and plan curriculum units of study, etc. that rely on effective teacher practices as defined by the Danielson rubric.
- Utilize TMI coaches to work with vertical teams in grades 3, 4, and 5 to support the implementation of literacy and mathematics relating all practices to the Danielson components.
- Provide opportunities for Special Education teachers to attend workshops relating to ICT models of inclusion for appropriate instruction (Domain 3) and for effective management of classroom procedures (2c)
- Have Lead Teachers work with teachers in grades K-8 to support the implementation of effective teaching practices in literacy and mathematics and to ensure that instructional shifts are incorporated into all units of study and lessons implemented.
- Observe teachers using the Danielson’s Framework for Teaching along with the analysis of learning outcomes to evaluate instructional practices and implement strategies that implement professional growth and reflection.

Our focus will be to continually review and assess evidence based systems we use to improve individual and school-wide practices.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the instructional cabinet will improve their level of targeted feedback to teachers with a focus in component 3b, 3c, & 3d resulting in a 25% increase in the number of teachers scoring Effective and Highly Effective on the Danielson Rubric.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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impact change <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Administrators and Lead Teachers will calibrate observations to ensure consistency of actionable feedback.	Teachers	09/14-06/15	Administrators, Lead Teachers, Teachers
Teachers along with administrators will norm their expectations for effective and highly effective delivery of lessons.	Teachers	09/14-06/15	Administrators, Lead Teachers, Teachers
Lead Teachers provide modeling, collaboration and feedback regarding the 3b,3c, and 3d components	Teachers	09/14-06/15	Administrators, Lead Teachers, Teachers
TMI coaches and Office of Effective Teaching will observe, collaboratively plan and provide feedback to targeted teachers	Teachers	09/14-06/15	Administrators, Lead Teachers, Teachers, Outside Coaches
Teacher Leaders will arrange inter-class visitations to observe collaborative planned lessons and provide debriefing session to understand deepening understanding in 3b,3c, and 3d	Teachers	09/14-06/15	Administrators, Lead Teachers, Teachers

#### **Part 4 – Resources Needed**

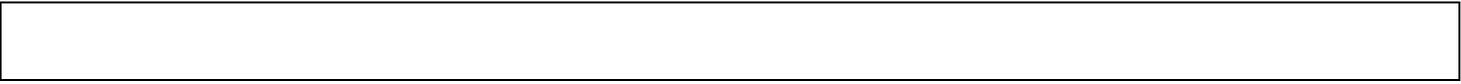
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Provide professional development that cites research driven evidence and support of structures and strategies to support student achievement.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Review teacher observation data in February 2015 for a minimum increase of 10% increase.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**6.4**

- At PS/MS 20 we include skills and essential knowledge in our curriculum, such as communication and problem solving, which students must master regardless of which program of study or career they will choose and work with families to reinforce these skills and essential knowledge
- Positive Behavioral Interventions and Supports (PBIS) is a school wide system of positive behavioral intervention strategies that support social, emotional and intellectual health and well-being that is communicated to and supported by parents.
- Present to the student body a series of performances that are theatrical and musical to portray what bullying is, what can done about it, and how every student plays a role in preventing bullying and supporting tolerance and respect and fully understands their responsibilities as regards caring for others.
- Moshulu Montefiore Community Center is our after school day care program and serves students in grade K through 5. This program provides services to support our working parents and families. The program runs from the end of the school day until approximately 6 p.m. There are diverse activities provided during the hours of this program including a nutritious snack and homework help.
- Moshulu Montefiore Community Center is our Middle School Initiative for both academic enrichment in STEM, ELA and Leadership. This leadership program also focuses preparation for college admission. The ELA program focuses on the arts through music and dance.
- Dean – The Dean is responsible for helping all of the students to learn and grow in a safe environment. The Dean encourages diversity and teaches the students to respect one another.
- Guidance Counselor – The Guidance Counselor provides direct support service to individual students, small

groups and classrooms to encourage positive behaviors; the Guidance Counselor also facilitates the application process for both fifth grade and eighth grade students as they transition to Middle School and to High School. The Guidance Counselor supports and develops a positive home-school connection.

- Social Workers and Social Worker Interns- Our Social Workers and Interns work with families to provide services needed for students to be successful in school. They help to maintain positive and open communication between school families and teachers.
- School Psychologists- School Psychologists collaborate with teachers and other professionals to create safe, healthy and supportive learning environments. They also work to strengthen our home-school connections.

**Establishing Partnerships with Families to Communicate Clearly and Consistently High Expectations.**

- All grades 3-8 have received Planners which are an organizational tool containing guidelines for students to record and outline academic expectations and responsibilities for class and course work. This planner also enables our families to view the work assignments recorded by their children.
- A Family Handbook is distributed to our families in both Spanish and English outlining school rules, etc.
- Curriculum Night- Our parents meet all their teachers and learn about curriculum and the rigorous expectations for each subject area. Teachers communicate expectations that align with college and career readiness.
- Parent Workshops are given by the Principal, Administrators, faculty members and guest speakers throughout the year on the CCLS, college and career readiness, high school admissions, curriculum supports, parenting health and numerous other topics.
- Teachers and members of the SBST reach out to parents via phone calls, emails and meetings to insure that lines of communication are open to support student progress.
- Progress reports and report cards a total of 6 times throughout the school year to alert parents of the students’ progress.
- School leaders and consultants consistently provide focused professional support during professional learning designated calendar days.
- Automated Telephone System communicates to families, calendar events at school.
- Monthly event calendars are distributed.
- Parent Association schedules monthly PA meetings during the day and also at night to accommodate wide variety of parental scheduling needs.
- PS/MS 20 has a website that provides organizational contact information.
- PS/MS 20 faculty and administration conduct workshops to familiarize parents with ARIS and also distributes the student code numbers so that parents can enter ARIS at home and keep up to date with test scores , etc.

Our focus will be to conduct parent workshops with topics that may include: parenting skill, 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.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, increase parent attendance at workshops by 25%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

impact change <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Parent workshops to understand data related to their child's performance achievement.	Parents	09/14-06/15	Administrators, Lead Teachers, Teachers
Arrange more flexible time for parent meetings, morning, evening, weekends	Parents	09/14-06/15	Administrators, Lead Teachers, Teachers
Ensure the rights of limited English proficient families receive translated documents and interpretation services in order to ensure participation in the child's education.	Parents	09/14-06/15	Administrators, Lead Teachers, Teachers
Learning Leaders parent program for parents to volunteer and participate in classrooms to support teachers and students.	Parents	09/14-06/15	Administrators, Lead Teachers, Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Translators Facilitators Workshop materials

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015, parent attendance at workshops will increase by 12%.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	AIS services are determined through Universal Screening using DRP in grades 6-8; DIBELS, Reading 3D in grades K-5; NYS ELA scores	Teachers work with students to build vocabulary, comprehension and writing skills. Online program Achieve3000 supplements student programs.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
<b>Mathematics</b>	AIS services are determined through Universal Screening using STAR Math in grades 3-8; Mastery Connect grades 3-4; NYS Math scores	The programs are designed to strengthen basic math skills with close supervision from a teacher. Students work on problem-solving strategies and how to respond to extended response questions.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
<b>Science</b>	AIS services for Science are closely connected to reading scores	At-risk students in grades 4 and 8 receive extra support in understanding science concepts and strengthening science vocabulary.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
<b>Social Studies</b>	AIS services for Science are closely connected to reading scores	Support in understanding social studies concepts and strengthening vocabulary	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Tier 2 & 3 students demonstrate non-compliance of Positive Behavior; students who have an inability for completing tasks	Strategies include social skills, anger management, workshops on interacting in groups, hyperactivity group play; peer mediation	Students work in small and large groups	During the day in class and in sessions

## 10X020 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1113	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate		91.3%	
% Free Lunch	88.8%	% Reduced Lunch		3.9%	
% Limited English Proficient	18.9%	% Students with Disabilities		23.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		6.7%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander		12.0%	
% White	9.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.01	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4		21.1%	
Science Performance at levels 3 & 4 (4th Grade)	83.6%	Science Performance at levels 3 & 4 (8th Grade)		46.0%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 10X020 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1113	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	7	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.2%	% Attendance Rate	91.3%	
% Free Lunch	88.8%	% Reduced Lunch	3.9%	
% Limited English Proficient	18.9%	% Students with Disabilities	23.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	6.7%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander	12.0%	
% White	9.0%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	9.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	9.01	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4	21.1%	
Science Performance at levels 3 & 4 (4th Grade)	83.6%	Science Performance at levels 3 & 4 (8th Grade)	46.0%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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				N/A
Types and Number of Special Classes (2014-15)				
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				N/A
School Composition (2013-14)				
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Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
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Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X020 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1113	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	7	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.2%	% Attendance Rate	91.3%	
% Free Lunch	88.8%	% Reduced Lunch	3.9%	
% Limited English Proficient	18.9%	% Students with Disabilities	23.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American	6.7%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander	12.0%	
% White	9.0%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	9.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	9.01	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4	21.1%	
Science Performance at levels 3 & 4 (4th Grade)	83.6%	Science Performance at levels 3 & 4 (8th Grade)	46.0%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 10X020 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1113	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate		91.3%	
% Free Lunch	88.8%	% Reduced Lunch		3.9%	
% Limited English Proficient	18.9%	% Students with Disabilities		23.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		6.7%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander		12.0%	
% White	9.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.01	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4		21.1%	
Science Performance at levels 3 & 4 (4th Grade)	83.6%	Science Performance at levels 3 & 4 (8th Grade)		46.0%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 10X020 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1113	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate		91.3%	
% Free Lunch	88.8%	% Reduced Lunch		3.9%	
% Limited English Proficient	18.9%	% Students with Disabilities		23.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American		6.7%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander		12.0%	
% White	9.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.0%	
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 10X020 School Information Sheet Key

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	7	# Drama	N/A
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School Composition (2013-14)					
% Title I Population	86.2%	% Attendance Rate		91.3%	
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% American Indian or Alaska Native	0.9%	% Black or African American		6.7%	
% Hispanic or Latino	71.3%	% Asian or Native Hawaiian/Pacific Islander		12.0%	
% White	9.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.01	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	16.9%	Mathematics Performance at levels 3 & 4		21.1%	
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Although our teacher retention rate is very high, the administration continues to recruit new staff through hiring fairs sponsored by the New York City Department of Education, through the use of the Open Market System, and through referral from staff and other colleagues

**2b. 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).

- New teachers, untenured teachers and teachers who are identified for needed support participate in our New Teacher Cohort and receive mentoring from seasoned teachers
- The school has a long-term professional development plan that aligns to state standards, assessments and curriculum. Ongoing, compensated professional development is offered to teachers to improve teacher knowledge and increase skills in methods to improve student behavior, differentiating instruction for at-risk students, and aligning CCLS to content area curriculum maps and performance tasks.
- The administration also supports teacher opportunities to receive professional development through outside sources at workshops, inter-school visits, etc.
- As a professional development school, PS/MS 20 seeks to provide its faculty and staff with opportunities that encourage collegiality through scheduled common planning time, on grade level teams, and working vertically throughout the grades. Each year teachers have the opportunity to apply to be a Teacher Leader, AIS provider, and a mentor, all opportunities that support their own growth.
- The principal participates in the Leadership Academy and SAM - School Administrator Management; administrators attend workshops

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

**4b. 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.

The teachers' decision making process includes the implementation of universal screening three times per year. This process includes administering DIBELS, Reading 3D and DRP for reading in grades K-8. In addition STAR Renaissance Learning is administered to grades 3-8 for mathematics. This screening is used as a baseline in September to identify students who may be at risk. Teachers in collaborative inquiry teams analyze the data and then identify research supported methodologies and resources to implement and impact student progress. Progress monitoring is ongoing. When progress monitoring, using the universal screening tool together with formative and summative assessments indicate insufficient progress, analysis and professional development targets additional avenues of intervention.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 927,321	X	13, 16, 20, 24, 28
Title I School Improvement 1003(a)	Federal	NA	NA	NA

Title I Priority and Focus School Improvement Funds	Federal	\$ 222,217	X	13, 16, 20, 24, 28
Title II, Part A	Federal	\$ 129,697	X	13
Title III, Part A	Federal	\$ 23,844	X	13, 16, 20, 24, 28
Title III, Immigrant	Federal	\$ 1,464	X	28
Tax Levy (FSF)	Local	\$ 5,495,414	X	13, 24

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

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 the school. **PS/MS 20**, 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 the school and the families. The 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 the school community. **PS/MS 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template**

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>020</b>
School Name <b>PS/MS 20</b>		

### 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 <b>Joan Riley</b>	Assistant Principal <b>Juan Flores</b>
Coach <b>none</b>	Coach <b>type here</b>
ESL Teacher <b>Isabel Kaczmareck</b>	Guidance Counselor <b>John Scanlon</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Sufia Begum</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kia Jones</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	156	11	7	45		12	8		2	209

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	
<b>Total</b>	<b>156</b>	<b>11</b>	<b>7</b>	<b>45</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>209</b>
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
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	33	26	25	14	16	7	25	7	2					155
Chinese			1			1			1					3
Russian														0
Bengali		6	1	5	2	2	1	2	2					21
Urdu		1	1											2
Arabic	2	3	2		1		2	1						11
Haitian														0
French														0
Korean														0
Punjabi							1							1
Polish														0
Albanian	1	1		1	1		1							5
Other	1	5	3			1		1						11
<b>TOTAL</b>	<b>37</b>	<b>42</b>	<b>33</b>	<b>20</b>	<b>20</b>	<b>11</b>	<b>30</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>209</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	8	2	2	3	1	5	0	1					32
Intermediate(I)	3	8	11	4	7	1	8	4	1					47
Advanced (A)	19	25	20	13	10	7	17	6	3					120
Total	<b>32</b>	<b>41</b>	<b>33</b>	<b>19</b>	<b>20</b>	<b>9</b>	<b>30</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>199</b>

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			0						0
4	14	0	18		3		0		35
5	6		8		0		0	0	14
6	26	0	4	0	3	0	0	0	33
7	7		6		0	0	0	0	13
8	5	0	2	0	0	0	0	0	7
NYSAA Bilingual (SWD)									0

**NYS Science**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
 Paste response to question here: Analysis of the NYSESLAT and LAB-R tests results indicate that our ELLs need additional supports in the area of writing. Consistently across the grades our ELL students score significantly lower on the writing section of the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
 K-8 our ELL students score significantly lower on the writing section of the NYSESLAT. In terms of instructional goals the data call for the targeting of writing skills development as a school wide strategic goal. One goal is to focus on oral language development as a vehicle to support students writing skills.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Paste response to questions here: School wide data patterns indicate that starting in 2<sup>nd</sup> grade the largest number of ELLs were able to pass the NYSESLAT. We do not administer Periodic Assessments at this time.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
 Paste response to question here: ELLs are organized into reading groups for purposes of RTI based on their scores on DIBELS, Reading 3D, DRP assessment results. Students who are significantly (two years behind) below grade level expectations are provided with additional AIS services K-8. Tier 3 students are provided small group instruction five times a week. Tier 2 students are provided small group instruction three times a week.
6. How do you make sure that a child’s second language development is considered in instructional decisions?  
 Paste response to question here: The focus of our ESL program is English language development. We do not have a bilingual program or dual language program at this time. However, some native language materials have been provided in Spanish and in Bengali for independent reading as part of our classroom libraries.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 Paste response to question here: Program success is evaluated in terms of students' growth in reading levels, writing skills. Speaking ability is assessed through the use of presentation rubrics. Students' growth in DIBELS, Reading 3D are progress monitored every 4 to 6 weeks.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 Paste response to question here:
- Initial identification of ELLs:  
 Every year starting in March during K registration we start the initial process of identifying students who come from homes where a second language is spoken. This is part of our intake, an informal interview process, conducted by licensed ESL pedagoges that includes the administration of the HLIS. In September students and parents continue to be interviewed using the HLIS and all

identified students are administered the LAB –R by Ms. Daley and Mr. Flores, A.P. 2 of our ESL teacher specialists. Students of all other grades 1-8 are similarly interviewed using the HLIS. Students are administered the LAB-R if they are identified as ELLS based on parents HLIS responses. This process occurs on an ongoing basis throughout the year at the time of registration of all students new to the system. 57.8% of our students are from families that speak a second language in the home.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

Parent Program Choice:

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

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

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

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLS is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Paste response to question here: Placement of Students:

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)
- Paste response to question here: Upon reviewing program selection forms, 2013 case in point, out of 128 incoming K students only 3 parents indicated that they preferred a bilingual program over our current ESL program. Given that we have significant numbers of speakers of other languages, Bengali, Albanian, and Urdu, in order to better serve the needs of the community and for purposes of equity we have significantly invested in providing ESL program services by hiring 6 ESL teachers

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

,Paste response to questions here:

  1. How instruction is delivered:
    - 1 a. P.S. M.S. 20 has established self-contained ESL classes in grades K to 2. In grades 3-8 due to students' departmentalized schedules; 2 ESL teachers have been hired to serve ELL students by either pulling out or by pushing into content area classes to support groups of ELLs. Altogether we have hired 6 fully licensed and certified ESL teachers to serve our population of 232 ELLs. Recent arrivals, as well as, SIFE receive additional ESL support in small groups provided by our out of classroom ESL teachers. 3 out of the 6 ESL teachers are out of our self-contained ESL classrooms. These ESL teachers provide ELL students with support by either pushing in to help students with content being presented, pulling out and reinforcing and/or addressing areas of identified needs, and by providing additional supports according to the ELL students' needs in terms of English language proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here: Organization of staff:

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

Paste response to question here: 4. Ensuring that students are evaluated in their native language: If students do not pass the LAB-R and they are Hispanic we administer the Spanish LAB. ESL teachers use native language to assess understanding in Spanish, Albanian, Bengali, and Urdu. For state math and science testing purposes native language tests are ordered in advance if tests are available in the home languages of our recent arrivals. Staff members who speak Spanish, Albanian, Bengali, and Urdu provide native language support and or interpretation services on an as needed basis for students and for parents of ELLs.

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

language development, as well as, their acquisition of content area knowledge.

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

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

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

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

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

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

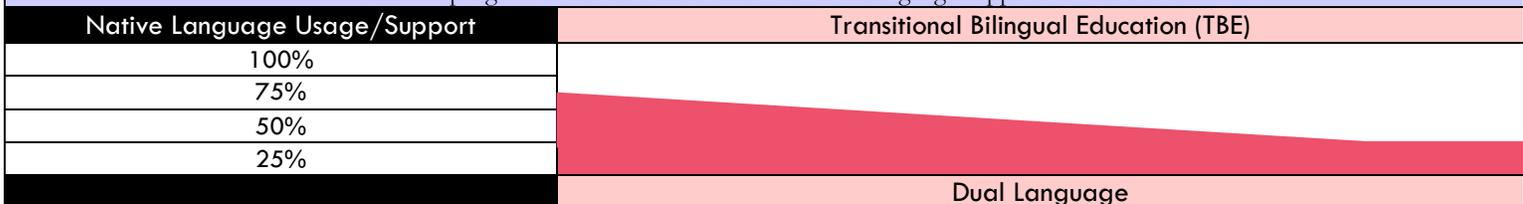
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Paste response to question here: Targeted intervention programs for ELLs in ELA, Math, and other content areas: Teachers administer benchmark assessment and formative assessments every 4 to 5 weeks. Teachers analyze data results for areas of needed improvement. Teachers form RTI groups and target groups for specific skills that need to be improved upon and focus on re-teaching and on progress monitoring in literacy and in math. Content areas, Social Studies and Science are similarly addressed. Students identified as first time testers in ELA are provided additional support through our extended day program and through our test prep Saturday academies. Targeted recent arrival (0-2 years of service) students are invited to participate in the Title III program for additional math support. Social studies skills for intermediate and advanced NYSESLAT students are addressed through classroom instruction and practice on Document Based Questions and through interdisciplinary units that focus on developing students' ability to read increasingly complex texts and through writing tasks that develop students' critical thinking skills. Targeted 1st and 2nd year ELLs facility in the area of science is supported depending on the grade level through Science Labs or through partnerships between the science teachers and our ESL specialists. We have speakers of Spanish, Albanian, Hindi, Urdu, Bengali on staff. Guided native language instruction is provided by teachers in self contained ESL classes by ESL teachers or by push in or pull out ESL specialists, additional support for teachers in terms of providing guided native language instruction in Albanian is provided by educational assistants who can assist teachers in providing comprehensible instruction for students who are Albanian speakers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here: Our ESL self contained program and our push in pull out ESL program for grades 3 to 8 are proving to be effective in terms of the NYSESLAT passing rates evident this past year. (Numbers)
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here: Program improvement for this year: Focus will be on getting better at data analysis and progress monitoring of ELL students by modality and growth from one year to the next in each of the modalities. In addition we are looking closely at alignment of assessment tasks to the CCLS and the linguistic level of each of the students. We are looking to match the assessments to the English language level of the students in order to support learning across the content areas.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: None at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here: Our CBO Montifiore Community Center provides many of our ELLs in grades K-8 additional homework help and opportunities to participate in arts activities after school on Mondays through Fridays until 6pm. This program is especially important to our parents who work and are not able to pick up their children until 6pm. This program is also supports parents who are non English speakers and who thus may not be able to help their children with their homework. 12. Equal Access to programs:
- All ELLs are eligible and entitled to participate in our self contained ESL program. ELLs with additional needs are invited to attend both the extended day program from 2:20pm to 3:10 pm and our math enrichment after school program, from 3:15 pm to 4:15 pm on Wednesdays and Thursdays. ELL students are also invited to our Saturday academy for ELA and Math test prep. Finally, we schedule field trips to help build background knowledge and to support writing development based on real life experiences. ELLs are encouraged to participate in our music program (lower school and middle school chorus) and in all our middle school sports programs.
- 13b. Supplementary services at this time include: Title III Math Enrichment Program paid through Title III. ESL for parents program. Title III math enrichment program to better prepare students for the New York State Mathematics test. Special attention is paid to students who are recent arrivals and who are required to take the math test.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The New York Empire State NYSESLAT Finish Line for ELLs: English Proficiency (Continental Press)
- Content Connections-Social Studies/Science (Benchmark Education)
  - Into English
- Harcourt: Trophies ELL Intervention Program

- Rosetta Stone Language Immersion Program  
Achieve 2000

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

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

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

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

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

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

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

18. What language electives are offered to ELLs?

Paste response to question here: None at this time.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

### Professional Development and Support for School Staff:

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

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

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

### 2.

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

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

7.5 hours of Jose P. training is scheduled annually for new teachers and is part of our new teachers training cohort work. Sessions include the following:

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

Session 2: Review of Research on Language and Literacy

Session 3: Teaching and Learning of Language Arts

Session 4: Formal and Informal Assessment of ELLs.

Session 5: Applications and Practices that Support ELLs

Session 6: Learning Experiences and ELLs

Session 7: Parent and Family Involvement

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

## D. Parental Involvement

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

Paste response to questions here:

Parent Involvement:

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

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

### 2. CBO partnerships

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

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

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

### 3. Evaluation of parent needs:

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

### 4- How our parental involvement activities address parent needs:

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

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

On site mental health clinic partnership with Riverdale Mental Health Clinic

\* Financial Planning Workshops for Parents

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS/MS 20**

**School DBN: X020**

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** \_\_\_\_\_ **School Name:** \_\_\_\_\_

**Cluster:** \_\_\_\_\_ **Network:** \_\_\_\_\_

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>245</u>
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 11

# of certified ESL/Bilingual teachers: 6

# of content area teachers: 5

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:

\*Rationale:

The Title III program this year focuses on instruction in literacy, mathematics and the development of skills necessary to meet proficiency on NYS assessments. The program also aims to develop the competencies necessary for learning on par with English speaking peers in standard curriculum instruction. The program will emphasize the effective skills necessary for reading and writing and academic success in the classroom and beyond it. Special attention will be paid to the alignment of the instruction to the linguistic proficiency of students in order to appropriately monitor students' English language development, as well as, their acquisition of content area knowledge.

\*Subgroups:

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

\*Schedule and Duration:

Wednesdays and Thursdays from 2:30 to 3:30.

Saturdays from 9:00 to 12:00 (students in Grades 3 - 8)

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

\*Language of Instruction:

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

\*Number and types of certified teachers:

The program will be supported by 7 certified ESL teachers. Content-area teachers will co-teach with the ESL teachers.

\*Types of materials:

Writing for Purpose

Rehearsing for Common Core Standards - Reading

Preparing for the Common Core Standards - Reading by Strand

Applying the Common Core Standards - Mathematics by Domain

Getting Ready for the NYSESLAT

Leveled Classroom Libraries

Trade Books/Library

**Part C: Professional Development**

### Part C: Professional Development

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

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

Begin description here:

The focus of our professional development is to develop teacher capacities in supporting both language development and content area learning on the part of our ELL students. ESL and content area teachers work in a collaborative setting to provide support to students in our programs.

Three Lead Teachers specializing in ESL, Literacy and Math provide professional development to teachers in our afterschool and Saturday programs. Workshops and/or activities are held on Mondays during the UFT Professional Development session and Saturday mornings. Teachers are provided with professional development to support content area instruction in Literacy and Math in the following areas:

- \*Using Assessments to Differentiate Instruction
- \*Differentiating Teaching and Learning for ELLs
- \*Creating Entry Points for ELLs
- \*Planning for ELLs
- \*Alligning Instruction to CCLS and Linguistic Proficiency Levels
- \*Understanding the progress monitoring system in place using WIDA

Additional support and professional development is received through the workshops provided by our network - Teaching Matters. The ESL Lead Teacher participates in outside workshops and turn-keys the information to all ESL teachers.

A focus group will study practical strategies to make reading, writin, and mathematical skills transparent and accessible to English Language Learners.

### 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: \_\_\_\_\_

Parents are invited to attend orientation meetings and parent-teacher conferences. They are also invited to parent workshops on how to help their children with homework and adjusting to the new environment. In addition, parents of ELLs are invited to attend field trips with ELL students. Translation services are provided on an ongoing and as needed basis in the covered languages.

**Part D: Parental Engagement Activities**

Our parental involvement activities address parent needs:

\*Adult classes from 6pm to 9pm on Mondays, Tuesdays, and Wednesdays.

\*Educating parents on expected pace of language acquisition and existing progress monitoring for ELLs using WIDA

\*Workshops to address topics including mental health, legal issues for immigrants, use of technology, how to help their children at home, etc.

**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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____