

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M020

School Name:

P.S. 020 ANNA SILVER

Principal:

JAMES LEE

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Anna Silver School School Number (DBN): 01M020
Pre K-5
Grades Served: _____
School Address: 166 Essex Street
212- 254-9577 212-254-3526
Phone Number: _____ Fax: _____
School Contact Person: Carmen Colon Email Address: Ccolon5@schools.nyc.gov
Principal: Carmen Colon
Isabel Reyna-Torres
UFT Chapter Leader: _____
Milagros Arcia
Parents' Association President: _____
Agueda Concepcion
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kadi Ann Moore
Student Representative(s): _____

District Information

District: 01 Superintendent: Daniella Phillips
166 Essex Street
Superintendent's Office Address: _____
DPhillips@schools.nyc.gov
Superintendent's Email Address: _____
212-353-2948
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
333 7th Ave
Director's Office Address: _____
Director's Email Address: _____

Phone Number: 212-356-7564

Fax: 917-339-1765

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Carmen Colon	*Principal or Designee	
Isabel Reyna-Torres	*UFT Chapter Leader or Designee	
Milagros Arcia	*PA/PTA President or Designated Co-President	
Phillip Rivera	DC 37 Representative (staff), if applicable	
Kadi- Ann Moore	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
David Louie	Member/ UFT	
Emily Receveur	Member/UFT	
Teresa Murphy	Member/ UFT delegate	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Blair	Member/ PTA	
Ritsuko Nemoto	Member/ PTA	
Madeline Rodriguez	Member/ PTA	
Ellen Darby	Member/ UFT	
	Member/ PTA	
Agueda Concepcion	Member/ PTA	
	Member/	
	Member/	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 20 is an un-zoned school located in the historic Lower East Side of Manhattan. Our 581 students come from several parts of the world. We serve 18% English Language Learners and 25% Students with disabilities. Our population is composed of 35% Asian, 9% African American, 51% Hispanic and 4% White. We have students from Puerto Rico, Dominican Republic, Pakistan, India, Brazil, Venezuela, China, Japan, Vietnam to name a few. Our staff is dedicated to making each ethnic group an active participant of our school community. We have a strong Dual language program in Mandarin from Pre K to 5th grade. Our teachers dedicate a great deal of time to collaborating, planning and understanding the community needs. The two major languages that represent our community are Spanish and Chinese. To continue to serve our community, we opened a second Dual language program in Spanish beginning in September 2015. To support this work, we are partnering with New York State Initiative for Emergent Bilingual (NYSIEB) from City University of New York (CUNY) Graduate School under the guidance of Dr. Ofelia Garcia.

Our school's mission is to prepare students to be academically, socially and emotionally independent through an inclusive model. A central tenet of the school's vision is to create classrooms and school environments that represent, respect, and value all of our students. Our schools vision is to create a dynamic, academically rigorous school that addresses the social-emotional development of each student and builds upon the community's needs and values. PS 20 is an inclusive school culture where each child has a reliable adult, other than his/her own classroom teacher, that he/she can contact, relate to, and can confide in and communicate with as needed.

Progress made in the past year:

1. Students with Disabilities (SWD) have been integrated into the mainstream classrooms through academic and social experiences (i.e. gym, technology, art, music, and outdoor play). There are specific intervention plans designed to address specific student needs.
2. Teachers collaborate and take part in different grade level teams and share their learning with colleagues, such as Emergent Bilingual team (teachers in collaboration with the CUNY Graduate School are working in expanding a more inclusive multicultural and multilingual school ecology, where all languages are recognized, represented and celebrated in print throughout the school.

We are part of Positive Behavior Intervention System (PBIS) that has helped us create a supportive environment that communicates positive reinforcement, praises, positive behavior and creates a setting where students understand that they can depend on an adult to understand and support their needs.

01M020 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	634	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	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	92.6%	% Attendance Rate		92.8%
% Free Lunch	68.9%	% Reduced Lunch		2.1%
% Limited English Proficient	16.6%	% Students with Disabilities		23.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		8.6%
% Hispanic or Latino	49.8%	% Asian or Native Hawaiian/Pacific Islander		35.3%
% White	3.8%	% Multi-Racial		1.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.2	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.0%	Mathematics Performance at levels 3 & 4		33.6%
Science Performance at levels 3 & 4 (4th Grade)	82.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (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		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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	N/A	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 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Based on the recommendations of the most recent Quality Review and the Framework for Great Schools;

PS 20 wants to focus in enhancing Rigorous instruction across all grade levels. In an effort to reach this goal to enhance rigor, we will:

- Adopt the Teachers College Reading and Writing Projects (TCRWP) techniques and philosophies in order to address curriculum cohesiveness and develop higher academic expectations and in alignment to the Common Core Learning standards.
- Implement Fountas and Pinnell's Leveled literacy Intervention Program 3 days a week for 30 minutes a day.
- Create a common understanding of reading and writing instruction.
- Create a common understanding of running records and data analysis to inform instruction.
- Develop academic language to engage in discussions and questions related to professional texts.

Based on the analysis of end of year results of the Teachers College Reading and Writing Project running records and assessment data, there was a large number of students who are 2 or more reading levels below grade level benchmarks. The results indicated the following:

38 % of 1st graders reading two levels below grade level

15 % of 2nd graders reading two levels below grade level

14 % of 3rd graders reading two levels below grade level.

Consequently, additional support in reading intervention is needed.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of students in grades 1 -3 who are reading below benchmark reading level, will increase by two reading level as measured by TCRWP running record,

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Targeted Small group reading intervention using Fountas and Pinell Leveled Literacy Intervention Program, 4 students per group will be taught by classroom teachers, AIS teachers, Paraprofessionals and service providers. These interventions will happen at least three times a week.</p>	<p>Grades 1-3 students performing 2 levels below grade level</p>	<p>September 2015 to January 2016</p>	<p>Administration, AIS teacher, Classroom teachers, SETTS teacher, Paraprofessionals, ESL teachers, out of classroom services providers</p>
<p>Targeted Guided reading Instruction will be provided in classrooms by teachers, Service providers pushing into classrooms during the Literacy block to serve all students performing below grade level including Students with disabilities (SWD) and English as a New Language(ENL).</p>	<p>Grades 1-3 students performing below grade level as per Fountas and Pinnell benchmarks</p>	<p>At least 3 times a week</p>	<p>Classroom teachers and SETTS teachers, AIS teachers, Paraprofessionals trained in LLI and ESL teachers.</p>
<p>Grade meetings, cluster teachers, Academic Intervention Team will meet every two weeks to focus on the students’ progress and determine next steps.</p>	<p>Students performing at 2 grade levels below grade level reading benchmark</p>	<p>Twice a week meetings from September 2015- June 2016</p>	<p>Teachers, School Based Support Team, Academic Intervention System team ,RTI team</p>
<p>Literacy and math nights, parent workshops will be provided once a month to discuss strategies used in the classroom and small groups.</p> <p>Workshops will be presented on Common Core in order for families to support children at home.</p> <p>Community resources will also be available such: New York</p>	<p>All families including families of Students with disabilities, English language learners</p>	<p>September 2015- June 2016</p>	<p>Teachers, parent coordinator, CBOs</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Classroom teachers will provide targeted guided reading instruction using F & P Leveled Literacy Intervention to support students’ individual needs. The first period of the day has been designated for intervention, trained paraprofessionals, out of classroom teachers such as SETTs teachers, ENL teachers and other service providers will work with small groups of students (3-4 students per group) in grades 1, 2 and 3) to provide guided reading instruction as per the program Leveled Literacy Intervention. This intervention will be provided at least three times a week to the targeted students in grades 1, 2, and 3.

Instructional lead teachers will provide support to classroom teachers with reading instruction as per the Teachers College Reading and Writing Reading Rescue intervention.

Support staff- SETTs, ENL and service providers’ teachers will provide mandated services as indicated on Intentional Educational Plans (IEP).

Substitutes will be hired in order for teachers and paraprofessionals to attend Reading Rescue training days.

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 90% of students in grades 1 -3 who are reading below benchmark reading level, will increase by one reading level as measured by TCRWP running record.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

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Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Teachers Collaborate and take part in different grade level teams and share their learning with colleagues, such as the NYSIEB teacher leadership team who is working on expanding a more inclusive multicultural and multilingual school ecology. Our grade level teacher teams meet weekly to discuss learning trends in the classroom. Teachers study together Professional Books and have professional discussions related to diverse topics chosen. For example: Teaching writing Units and looking at student work in the area of Writing to analyze trends in this academic area. Teachers have selected two days through a School Based Option (SBO) vote to meet a week. During this time teachers meet to plan curriculum, have a book study group and study student work that will inform instruction and alignment of curriculum across grade levels. Additionally, teachers participate in monthly staff development sessions with a Staff developer professional from Teachers College Reading and Writing project (TCRWP) and have opportunities to have off-site professional development opportunities by visiting other schools, classrooms and professional organizations in and out of the New York City Department of education.

We continue to need additional time to meet with our teachers and administration to enhance our professional learning and to create cohesiveness across the school.

Needs:

Create cohesiveness across the Reading and Writing Curriculum

Create Common language

Create Common meeting times across grade levels. (vertical planning)

Create purposeful and theme focused meetings

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all staff members will participate in a series of ten Professional Learning Communities with a staff developer from TCRWP as measured by attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>TCRWP Professional Development days at School</p>	<p>Teachers</p>	<p>Oct.2015- June 2016</p>	<p>TCRWP staff developer, Principal, Assistant Principal,</p>
<p>Modifications, differentiation techniques will be discussed during the Professional development days and during weekly professional development sessions</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Staff developers from Special Education Support team, Department of English language learners support team, Staff developer from CUNY Graduate Center</p>
<p>Weekly Parent Engagement meetings, newsletters, communications via classroom websites about the recent curriculum enhancements.</p>	<p>Teachers- Parents</p>	<p>Sept.2015- June 2016</p>	<p>Teachers, parent coordinator, administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to meet the above goal of Professional Development, additional support staff will be hired in order to have coverage for teachers to meet during consecutive periods and address professional learning, demonstrations and discussions on different academic topics.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, all staff members will participate in a series of 5 Professional Learning Communities with a staff developer from TCRWP as measured by attendance sheets.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

PS 20’s belief and commitment is to continue to build a stronger bridge between the parents and school through ongoing communication and an open door policy.

Parents have many opportunities to participate in meetings and workshops throughout the school year. We provide informative workshops in literacy and math nights. In addition, to encourage healthy eating habits and movement we celebrate fun filled nights where we encourage healthy eating and active life. During parent teacher conferences, teachers provide list of resources available to families in NYC to enhance learning. Our parent coordinator schedules school tours for prospective parents who are interested in learning more about our school.

As per the 2014-2015 NYC school survey and Parent participation attendance sheets, the parent engagement has remained at 56% participation. Parents volunteer minimally, communicate with teachers only during parent conferences and few participate in PTA meetings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of families will have attended at least two school-wide events or Parent Association meetings as measured by attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To continue to build on parent engagement/communication we will engage parents in:</p> <ul style="list-style-type: none"> • Newsletters (school and from individual classrooms) • Coffee with the Principal twice a month • Classroom websites • Parent surveys of needs • Literacy and Math nights • Home school connections in multiple languages • PTA meetings • Parent orientations • School-wide events: Spring Fling • Pajama day, multi-cultural celebrations <p>Parent engagement time during Wednesdays (as per SBO) will be utilized to support this work.</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Administrators, parent coordinator, PTA Executive Board, classroom teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources required:

- For flyers, newsletters, meetings, websites - securing translation services by staff members.
- Wednesday- Parent engagement time
- Friday meetings with Principal (biweekly)
- Parent Coordinator new room closer to the main office - more accessibility

Breakfast will begin earlier this year in order to address the families needs.

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By June 2016, 80% of families will have attended at least one school-wide events or Parent Association meetings as measured by attendance sheets.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Running records, Teacher conferences	Shared reading, read aloud, guided reading, phonemic awareness, LLI	Small group instruction, teacher conferences	During the school day
Mathematics	End of the unit assessments, teacher conferences	Strategy groups	Small group instruction, teacher conferences	During the school day
Science	Student notebooks, tasks, and teacher conferences	Integrate with literacy instruction to develop literacy skills and content knowledge	Small group instruction, teacher conferences	During the school day
Social Studies	Tasks, teacher conferences	Integrate with literacy instruction to develop literacy skills and content knowledge	Small group instruction, teacher conferences	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referrals, teacher observations	Small group/individual counseling, alternative recess	Small group instruction, teacher conferences	During the school day

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.
<ul style="list-style-type: none"> • PS 20 strives to retain highly qualified teachers by ensuring that all applicants are interviewed by a hiring committee. They are interviewed by the team with a set of questions. If candidates meet the criteria of the first round, they are asked to return for a demonstration lesson. • We collaborate with our HR director to ensure that candidates are highly qualified teachers. • Scheduled built-in common planning time, teacher team meetings, PPT meetings to foster collaboration and continuous learning. • Provide ongoing professional development within the school, with other schools, CBOs, and outside institutions to meet the different needs of teachers. • Teachers choose their own professional goals with the principal during Initial Principal's conference (IPC) meeting and at the end of year reflect upon the accomplishment of these goals.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teacher teams led by AIS/SETSS teacher and administrators • Cycles of professional development based on their instructional goals • Off-site professional development • Visit other schools and classroom inter visitations • TC staff developers.

Metamorphosis

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.).

- School tours and parent meetings for parents of incoming Kindergarten students
- Pre-K students visiting Kindergarten classes
- Pre-K teachers participate in school-wide professional development to align curriculum

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.

Teacher teams, AIS, Intervention teams, and the administrators meet to discuss and analyze data (running records, MOSL, NYS assessments) to inform instruction.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State,

and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	397,476.00	X	5E
Title II, Part A	Federal	83,988.00	X	5A, 5E
Title III, Part A	Federal	13,404.00	X	5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,326,080.00	X	5E, 5C

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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’s Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 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 Teacher Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 20 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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-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 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

PS 20 AFTER-SCHOOL PROGRAMS

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

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

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

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

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

NATIVE LANGUAGE SUPPORT FOR NY STATE ASSESSMENTS

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 01	Borough Manhattan	School Number 020
School Name Anna Silver		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Carmen Colon	Assistant Principal Caihua Huang
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rosanne Caputo	School Counselor Lauren Phillip
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tina Mo
Related-Service Provider Ronnie Filippatos	Borough Field Support Center Staff Member type here
Superintendent Daniella Philips	Other (Name and Title) Katey Bernard

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	3	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	581	Total number of ELLs	105	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	3	1	1	1	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0		0	0
DL	19	0	0	7	0	0				0
ENL	58	0	0	18	0	5	3			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
Chinese														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese	16	14	18	22	8	28	0	31	3	25	4	25							0	0
SELECT ONE	3	22																	0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	5	11	7	1	4	7								0
Chinese	15	21	12	2	4	10								0
Russian														0
Bengali			1											0
Urdu														0
Arabic														0
Haitian														0
French			1											0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	1	1	1	2	3								0
Emerging (Low Intermediate)	3	2	2	1	0	1								0
Transitioning (High Intermediate)	6	2	3	1	2	2								0
Expanding (Advanced)	4	21	11	4	1	5								0
Commanding (Proficient)	2	6	6	1	1	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1	6	5	11								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	34	31	22	4	0
4	35	39	15	4	0
5	18	21	13	4	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	32		25		18		16		0
4	36		23		19		15		0
5	32		10		13		4		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	5		21		34		31		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 20 uses the following assessments: Teachers College Reading and Writing running records, performances assessments, State ELA and Math, end of the unit math, YSESLAT and NYSITELL. All assessments are used to inform instruction. About an equal number of ELLs are scoring at the beginning, intermediate and advance level, according to the 2014 NYSESLAT. Running records show that students are able to decode, but comprehension is an area that students struggle. Instruction targets developing academic oral language to develop reading and writing across genres.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT and NYSITELL data reveals that ELLs across the grades lag behind in three modalities, specifically reading, writing and listening. Trends show that ELLs at the Entering and Emerging (beginning and intermediate) levels advance to the next level more rapidly than students who score at the intermediate level moving to the advance level. Students who fall at the intermediate level show that their need is in developing the academic language that is required to read and write as well as engage in conversations. Similar numbers of ELLs are represented throughout the different proficiency levels; however, students at the advance and intermediate levels stall for a few years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data across the grades reveal that the area of need falls under reading and writing. Twenty out of the ninety-four students who took the NYSESLAT in 2014, scored proficient. Fifty-four ELLs moved up at least one proficiency level. The information gleaned from the AMAO are used when planning for instruction by focusing on the areas of literacy and language development that will promote student growth.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Students who in the dual language program, newcomers score closer to grade level. Students who have been in the side-by-side dual language program, since the early grades, who took the exam in their home language does not show much of a difference in one language or the other.

newcomer score close to or on grade level. not much different for students who receive side by side

b. Our school does not use the ELL periodic assessment.

c. Our school does not use the ELL periodic assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Small group instruction will be utilized to support the development of academic progression. ELLs are grouped by language proficiency and skills. Instruction will focus on vocabulary and developing language utilizing sentence and question stems. Language and vocabulary development will be taught through content integration.

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

Units and lessons include content and language objectives. We believe that students need to practice language in order to develop language.

7. For dual language programs, answer the following:

a. How are the English-proficient students (EPs) assessed in the target language?

b. What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

a. Teacher-made rubrics and checklists as well as teacher conferences are used to measure student growth in the target language.

Students self-assess and are assessed by their peers on their work. Students have the opportunities to articulate and reflect on their own work and the work of their peers.

b. English proficient students' target language development are more advanced as they progress in the grades. Students in the lower grades take longer than students who are in the upper grades to develop their target language.

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

The success of the ESL and Dual Language program are measured by the progress of students performance in the classrooms. Their reading levels, teacher conferences and work across the year indicate the progress of students. Progress on the NYSESLAT is also used as an indicator for program success.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

When parents register newly enrolled child(ren) at our school, a trained pedagogue, usually the ENL teachers, interviews the parent and child in English and in their native language and completes the Home Language Identification Survey. The interview consists of the questions on the HLIS and questions developed by the school. The pedagogue enters the home language and signs the HLIS. The secretary then enters the home language in ATS. If the home language is other than English, the ENL teachers administers the NYSITELL. If the student is an ELL, then the Entitlement letter is sent home to the parent's preferred language. If the student is not an ELL, the non-entitlement letter is sent home. If the student's home language is Spanish and is tested as an ELL, then the Spanish is administered. All students who are entitled for ENL or bilingual services will have the entitlement letters sent home in the parent's preferred language indicating the parent orientation sessions, which take place within the first ten days of the student's enrollment in the school. During the parent orientation, which is provided by the ENL teacher(s) with the parent coordinator present, translation services are provided. The parents are shown the video in their preferred language and then are provided with research on the three programs available. At the end of the parent orientation, we encourage parents to complete the Parent Survey and Program Selection forms. Then the ENL teachers enters information on the ELPC screen in ATS to capture this information. Then a placement letter is sent home to inform parents of their child(ren)'s program placement. If parents do not return the Program Selection form, their child is placed in a bilingual program, if that language and program is available. When there are 15 or more students that speak the same language, we will open such program. If the parent selects a program that is not offered at the school, they are offered a transfer to a school with that program. From the first day that the students are enrolled to the placement of students take place within

ten school days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
During the intake process, students are interviewed with school-created questionnaire that are culturally sensitive to determine SIFE status. We ask parents for student work, report cards to help us make an informative decisions about SIFE status. The SIFE Oral Interveiw Questionnaire is administered to students in their native language to students who are newly identified ENL, in grades three and above and scoring at the entering or emerging level proficiency on the NYSITELL. The LENS is adminisitered to student whose home langauge is Arabic, Bengali, Chinese, Hatian Creole, or Spanish.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
A Language Proficiency team has been formed t o screen students with IEPs. The team members consists of an ENL teacher, an administrator, a special education teacher, and the student's parent/guardian.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The school creates a tear-off sheet for parents to sign and return to school and a spreadsheet capturing the students, home langauge, date of enrollment, entitlement for NYSITELL testing and scan date, date tested, communications with parents/guardians sent home. This document is created to ensure that all testing, documentation, and communications occur with each parent within the given timeline. All documents are sent home to parents within five days of scanning the NYSITELL, which are scanned immediately after testing.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
This process is explained to the parents at the parent orientation.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Parents of students who are identified as ELLs based on the NYSITELL are invited to attend a parent orientation session, which are offered during different days and time to accommodate parents, within ten days of the student's enrollment. The Entitlement letters are sent home inviting parents to attend; these letters require parent signature specifying the date and time they are attending. If parents cannot attend one of the sessions offered, we ask them to specify a time that is convenient for them. In addition to the Entitlement letters, the parent coordinator contacts parents via phone. At the orientation, parents are given an agenda, in different langauges, followed by an overview of the meeting. Parents/guardians are provided with information on the three programs offered. There is an Q and A session where parents have the opporunity to ask questions. At the end of the session, we guide them through the process of completing the Parent Survey and Program Selection forms.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
We encourage parents to complete the Parent Surveys and Program Selection forms at the end of the parent orientation to ensure that all parents/guardians select a program of their choice for their child(dren). We inform the parents that if no progam is selected, their child(ren) will be placed in a dual language program at the school, if the home langauge is Mandarin. For parents who wish to complete this at home, we asked that they bring it back the following day. If the forms are not brought back, we send home another form and the parent coordinator calls home.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A spreadsheet is created to monitor the return of the Parent Survey and Program Selection forms. This spreadsheet also captures the home language and program choices in the order of preference specified by parents to ensure that all choice, when available, are honored.
9. Describe how your school ensures that placement parent notification letters are distributed.
Program placement letters in the parent's preferred language, are sent home as soon as Parent Survey and Program Selection forms are returned or within the ten day window. The distribution of these letters are entered in a spreadsheet.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original documentations (HLIS, non-entitlement, entitlement letters) are kept in the students' cumulative folders. The school retains a copy of each document located at a central location.
11. 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.

To ensure that all ELLs are administered the NYSESLAT, the RLAT eligibility report is generated from ATS. This list is compared with school-created spreadsheet to ensure that all ELLs are tested. Newly arrived students who are entitled to be NYSITELled during the NYSESLAT window of testing, will be given the exam and if student is an ELL as determined by the NYSITELL, will be given the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are sent home with the student in English and the parent's preferred language. Parents are asked to sign and return all letters sent home. If letters are not returned, another attempt with the letter and a phone call home will be made to ensure that parents are notified.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend has been that parents request the (Chinese) dual language programs and ESL at this school for the past few years. We are tracking parent choice with our spreadsheet. There has been a request for a Spanish dual language program which will open in September 2015 in Kindergarten. There is a larger number of parents whose home language is English to have their child(ren) participate in the dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
The ELLs who are in the ENL program are either grouped by grade (no more than two contiguous grades) and by proficiency levels for pull-out instruction during the literacy block. Classes with large numbers of ENLs are provided with push-in services. Students who fall under the Entering and Emerging receive 360 minutes of ENL instruction with push-in and pull-out services. Students in the Transitioning and Expanding receive 180 minutes of ENL instruction. Students in the Transitioning stage receive push-in services and pull-out services. Whereas students in the Expanding stage receives push-in services. Students who are in the Commanding stage receive 90 minutes of push-in services for two years.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
ENLs in the Chinese Dual language program are grouped by grade in a side by side model where one teacher teaches in the target language and the other in the native language of ENLs. All content areas are taught in English and in Chinese. All subjects are taught in both languages.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
At the beginning of the year, teachers are given the NYSESLAT results and provided with an information session on how to use the data. The students in the ENL program are provided with the mandated ENL minutes based on the NYSESLAT proficiency levels either in pull-out and/or push-in services depending on their NYSESLAT level. The ENL teacher collaborate with the classroom teachers to coordinate push-in services during the content areas. Students receive home language support with literature and glossaries in the home language. Students have the option of producing work in their home language.
3. Describe how core content is delivered in each program model. 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.

In the ENL program, content is integrated with the delivery of instruction in English. Content is used as a vehicle to teach students the English language to read, write, listen and speak. Through this model, students will be taught academic language. The science and social studies scope and sequence and the Common Core Learning Standards are used when teachers engage in curriculum planning.

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

In the Dual language program, ENLs are assessed throughout the year in their native language with rubrics/checklists created by the teachers. Teacher conferences and student work are also used to gauge student growth. Students in grades three and above take the Chinese Reading test.

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

Ongoing running Records, teacher-made checklists/rubrics, student work, and teacher conferences are used throughout the year to measure and monitor student progress in reading, writing, listening, and speaking. These assessments are used to gauge student understanding and inform lesson planning to ensure that students are making adequate progress in these four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. SIFE students are assessed for their areas of strength and areas of growth. They are instructed in small groups engaging in language development through the content areas.

b. Newcomers are assessed for their areas of strength and areas of growth. They receive small group instruction to develop their language skills through by integrating content. Students also receive phonemic instruction, vocabulary development and language to develop the receptive and productive skills.

c. The students who fall under the Developing category shows that the need is in academic language. Students will be grouped to target academic language development in all four modalities. Lessons will include language objectives.

d. We currently do not have long term ELLs, but in the event that we will, students will engage in small group work to target language and/or content. All assessments will be used to inform instruction for this group of students.

e. Former Ells will receive 90 minutes of push-in services in the content areas. The ENL teachers and classroom teachers will plan and co-teach to target the needs of former ENLs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

This re-identification process has not taken place yet since September 2015-2016 will be the first year of implementation.

The ENL teachers and administrators meet to discuss changes in regards to the re-identification process. Students who fall under this category will be closely monitored for progress. Protocol will be followed to ensure that students are properly identified.

8. 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?

ENLs with disabilities are grouped heterogeneously. All teachers who teach ELLs with disabilities meet regularly to discuss instructional strategies to best meet the needs of the student.

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

ALL teachers of ENLs with special needs collaborate to coordinate the best schedule and program for this group of students. They share their goals for the students to ensure that there is instructional alignment across curriculum.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

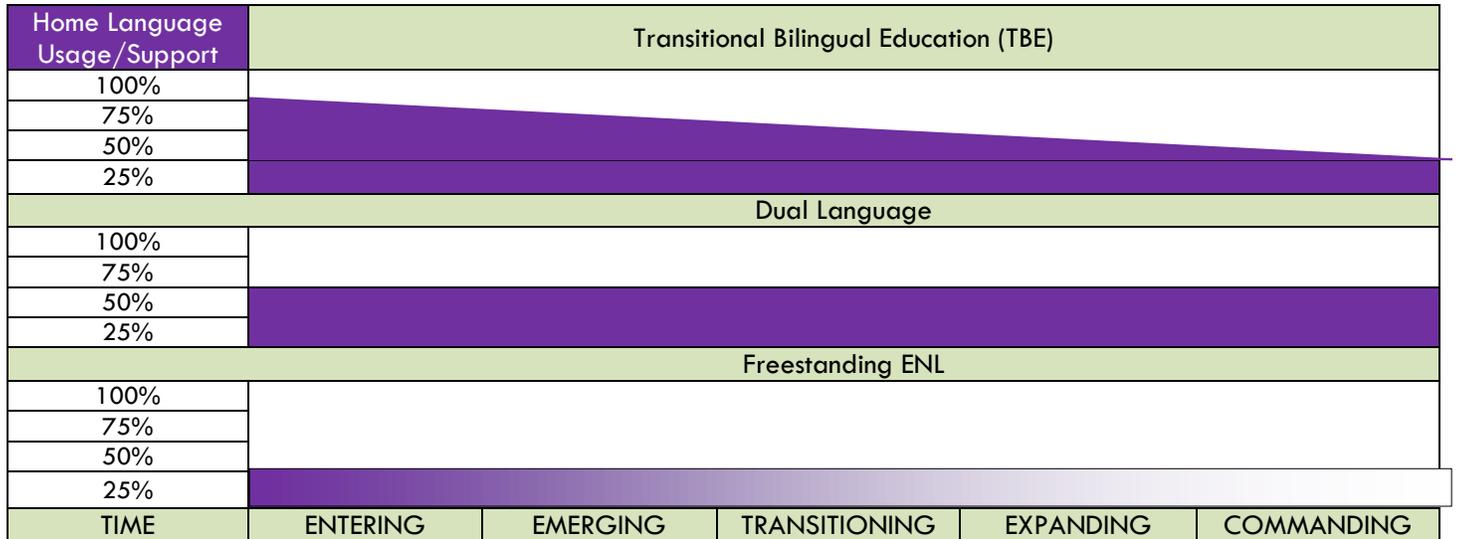


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. The area of focus for students is in reading and writing as indicated by formal and informal assessments. To develop these two areas, we focus on developing the students academic oral language through hands-on instruction. Students will be engaged in inquiry-based learning. Content vocabulary and language will part of the lesson and unit design to ensure content and language development.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We believe that by integrating content, students are learning content knowledge, concepts and language at the same time and this provides students multiple opportunities to practice the language within the content over a period of time. ENL methodology is used to scaffold learning.
12. What new programs or improvements will be considered for the upcoming school year?
We are starting a Spanish Dual Language program in September 2015.
13. What programs/services for ELLs will be discontinued and why?
We are not discontinuing any programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are afforded equal opportunities. They participate in school trips, events such as celebrations, National Dance Institute (NDI), Chess in a School, and Turtle Bay.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All curriculum is aligned to the Common Core Learning Standards and the Science and Social Studies Scope and Sequence to ensure that all students are receiving grade appropriate instruction. Students' reading materials are match to their reading levels. Resources in the students' home language are provided, if available. Technology is incorporated in the lessons to support student learning, such as educational videos, Google translate, audio, video, etc.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All curriculum is aligned to the Common Core Learning Standards and the Science and Social Studies Scope and Sequence to ensure that all students are receiving grade appropriate instruction. Students' reading materials are match to their reading levels. Resources in the students' home language are provided, if available. Technology is incorporated in the lessons to support student learning, such as educational videos, Google translate, audio, video, etc.

In the dual language, students are instructed by a licensed pedagogue who delivers instruction in Chinese and another pedagogue in English. The side-by-side model allows for teachers to instruct students in one language all day.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All curriculum is aligned to the Common Core Learning Standards and the Science and Social Studies Scope and Sequence to ensure that all students are receiving grade appropriate instruction. Students' reading materials are match to their reading levels. Resources in the students' home language are provided, if available. Technology is incorporated in the lessons to support student learning, such as educational videos, Google translate, audio, video, etc.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
The parent coordinator provide tours of the classrooms for families who enrolled their child(ren) at the school. Students are integrated into the classes.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. The dual language program is a side-by-side model. There are two classes per grade with two teacher--one teacher teaches in English and another teaches in Mandarin. The following day, the teachers swap classed. The ELLs and EPs learn their content in their target language in one day.

b. All content areas: math, social studies, ELA are taught in both languages. Science is provided by the Science teacher in English.

c. English is taught by one teacher and Mandarin is taught by another teacher on separate days in the Mandarin Dual Language program while the Spanish Dual language program, one teacher teaches both English and Spanish during the day. For example, she teaches Spanish in the morning and English in the afternoon and the following day, English in the morning and Spanish in the afternoon.

d. Both languages in the Spanish Dual language and the Mandarin Dual language programs are taught at the same time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ALL pedagogues are afforded opportunities to attend workshops that support the learning of ENLs. These workshops either take place in school provided by the ENL teachers or administrators who are either certified in bilingual education and TESOL, or outside organizations such as TC, Bank Street. Teachers also attend workshops provided by the Division of English Language Learners office. Teachers are invited to attend PD hosted by this department. Most recently, five teachers attending the dual language session The CUNY NYSIEB at the graduate Center provide professional development sessions on November 6, November 20, December 4 and December 11. Teachers in the Mandarin Dual Language program partner with CUNY for curriculum development in Mandarin throughout the year by providing in-house professional development and classroom visits. The District is also hosting a series of Monday PDs for Dual Language teachers.

Teachers also attend Professional development sessions hosted by Teachers College:

September 30--content areas

October 23 rd --ELLs: ways to use NF texts to develop oral language

November 3 rd --ELLs

December 2--American Revolution Day: content area reading and writing

February 24--bridging content-area and literacy

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See B.1
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor work with teachers to assist students and families with the completion of applications to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Teachers have the opportunity to attend professional development sessions related to ENL in-house and by outside institutions. The principals, who has a TESOL and bilingual background provides professional development. Professional development attendance is kept at the school. Teachers are responsible for maintaining their own records.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are invited to curriculum night where they learn about the curricula, goals and expectations of learnings for each grade. Interpretations was provided by school staff. Teachers provide monthly newsletters to parents written in English, Chinese and Spanish. In addition to parent teacher conference, parents will be invited to meet with their teachers to discuss their child(ren)'s progress at least once a year and on a needs basis

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Twice a month, the principal hosts Coffee with Carmen. Parent are invited to attend where information about curriculum, activities and events are shared and discussed. At the most recent Coffee with Carmen, parents were engaged in a writing activity that informed them what their own child(ren) does during a writing workshop. At the end of each session, parents provide feedback about the topics for the next session.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school participates in CookShop, which will engage parents in activities throughout the year beginning in December.

5. How do you evaluate the needs of the parents?

There is a parent room where parents are welcome to visit and speak with the parent coordinator. Parents meet with the parent coordinatore to ask for resources and support. Surveys are sent out to the parents. Parents also communicate with the school via email and we gather this information to help us determine and assess needs.

6. How do your parental involvement activities address the needs of the parents?

We will provide surveys to access the needs and successes of the parental involvements we have provided. Our parent room is often frequented by parents and this serves as a meeting place where they provide informal feedback to the parent coordinator. Parents participate in Coffee with Carmen and this was in response to parent request.

D. Additional Information

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

Paste response here:

School Name: Anna Silver

School DBN: 01m020

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Colon	Principal		1/1/01
Caihua Huang	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Rosanne Caputo	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ronnie Filippatos	Coach		1/1/01
	Coach		1/1/01
Lauren Phillips	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Katey Bernard	Other <u>ENL teacher</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01m020** School Name: **020**
Superintendent: **D**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use parent surveys, anecdotal feedback, and parent participation data such as attendance at conferences and back to school night. During registration, parents are asked to complete a preferred language of communication on the HLIS. We use HLIS, ATS reports, and student Emergency Contact cards to ensure that we know the language preference for the parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Chinese (Mandarin and Cantonese for oral communication), Spanish, Bengali, Japanese, French, Vietnamese, Fulani, Arabic and Akan are represented at PS 20.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following written communications are translated in multiple languages: a welcome letter, parent teacher conference, newsletters, report cards, calendars, after-school program, letters regarding testing, literacy nights, school trips, PTA meetings, registration forms, Discipline Handbook, and curriculum nights.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The face-to-face meetings with parents include: parent teacher conferences (November and March), curriculum nights (September), parent orientations (for ELLs in August and September), Parent Engagement (Wednesdays), Curriculum celebrations.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 20 has a diverse staff that represents multiple languages (Spanish, Mandarin, Cantonese, Arabic, Bengali). Staff members can provide written and oral communications with families. For languages needed, but not represented by the staff, we contact the Translation and Interpretation Unit for either over the phone or written communication.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 20 has a diverse staff that represents multiple languages (Spanish, Mandarin, Cantonese, Arabic, Bengali). Staff members can provide written and oral communications with families. For languages needed, but not represented by the staff, we contact the Translation and Interpretation Unit for either over the phone or written communication.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members at PS 20 is aware of parents' rights to receive translation servcies. Language preference survey. There are posters around every floor of the school corridor and stairwells that identify the languages avialble in DOE translation unit. Teachers notify the office staff in advance when translations are needed for meetings or phone calls home.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notificater Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents are provided with the Bill of Rights and Parents' Guide to Language Access in the parents' prefer language, when available. Welcome Posters and Language ID Guide will be available at the school in the parents' prefer language, when available.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 20 has an open door policy where parents are welcome to come into the school to speak with the parent coordinator and/or administrators to express their needs. We use the a school created survey early in the school year as well as the DOE Parent survey.

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