

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q020

School Name:

P.S. 020 JOHN BOWNE

Principal:

VICTORIA HART

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: John Bowne School Number (DBN): 25Q020
Pre K - 5
Grades Served: _____
School Address: 142-30 Barclay Ave Flushing, NY 11355
Phone Number: 718-359-0321 Fax: 718-359-0004
School Contact Person: Victoria Hart Email Address: VHart@schools.nyc.gov
Principal: Victoria Hart
Lisa Barton
UFT Chapter Leader: _____
Martha Lezcano
Parents' Association President: _____
Victoria Hart
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
30-48 Linden Place
Superintendent's Office Address: _____
DDimang@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 718-281-7690 Fax: 718-281-7605

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
28-11 Queens Plaza North LIC NY 11101
Director's Office Address: _____
LPender@schools.nyc.gov
Director's Email Address: _____

Phone Number: 917-225-2020 _____

Fax: 718-391-6152 _____

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)
Victoria Hart	*Principal or Designee	
Lisa Barton	*UFT Chapter Leader or Designee	
Naureen Mumtaz	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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>	
Lois Lee	CBO Representative, if applicable	
Ma. Magdalena Amaya	Member/ Parent	
Laura Zelada	Member/Parent	
Luz Balderas	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Virginia Hernandez	Member/ Parent	
Guofeng Li	Member/ Parent	
Evelyn Conrad Lorper	Member/ Teacher	
Scott Freiburger	Member/ Teacher	
Jennifer Meyrowitz	Member/ Teacher	
Janice Eagen	Member/ Assistant Principal	

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.

P.S.20 John Bowne Elementary School is a Title I School located in downtown Flushing with a population of more than 1420 students. 93% of our students are eligible for free or reduced lunch. 662 students of our diverse student population are English Language Learners (ELL). Approximately 75% of our students are Asian, 20% Hispanic, 3% Black, and 2% white, 127 of the students have Individualized Education Plan (IEPs).

Our mission statement is to provide a safe, caring community for all children, to be responsive to the children's academic needs and to encourage a feeling of self-worth so that children will be college and career ready.

P.S.20 has established strategic collaborations / partnerships and special initiatives as follows:

1. Chinese American Planning Council (CPC)

*This year CPC has secured a 5 year grant through the Brooke Astor Foundation. The target population is third grade ELLs in the current CPC Compass (Comprehensive After School System) with the goal of improving the foundational reading skills.

2. The Arts

*Arts Connection for Dance - This partnership develops literacy skills for ELLs through interpretive dance.

Our dance teacher will participate in a partnership with Arnold New Dance Teacher Support Program (Office of Arts and Special Projects). The goal is to further develop the professional capacity of our dance teacher.

*Cultural After School Adventures (CASA) - The CASA grant will be used for a partnership with a select group of students in order to enhance the students' experience through interactive art activities.

*Ballet Tech - Select second grade students receive training in ballet by professional dancers off site once a week.

*Students with Disabilities (SWD) / ELL Art Grant - We've partnered with Marquis Studios to provide our second grade students the residency "Dance on Broadway". This residency will support literacy development and social emotional growth of all second grade students with a specific focus on ELLs and SWDs through theater, dance, and singing.

*English Language and Literacy Through the Arts (ELLA) - To further english language and literacy with challenging experiences in music, dance, theater and visual arts.

*Project Bravo Grant - Implementing a dual language program scheduled for Fall 2016.

3. Health and Wellness

*NBA Fit Clinic – The goal is to encourage students' personal best with NBA talent as the role model.

*Move-to-Improve - Training for teachers to encourage fitness and meet the Physical Education hours.

* Snackactivities – This program involves our Special Education Teacher Support Services (SETSS) teacher, NY Cares Volunteers, Students with Disabilities in 5 th (Fall) and 4 th grade (Spring) interdisciplinary (literacy, math, science) program with a focus on nutrition.

* Physical Education Grant - A licensed P.E. teacher was hired to further develop and align our physical education program with state requirements.

4. NY Cares

*Adult ENL – A Saturday program through NY Cares targeting our parents in order to enhance their conversational English.

*Student ELA - A Saturday program through NY Cares which targets lowest third in grades 4 & 5.

5. Our school's special student populations and their specific needs are:

*Students with disabilities (SWD) - scaffolded instruction, varied entry points, reduced student teacher ratio, instruction and support aligned to individualized educational plans, Universal Design for Learning (UDL), Common Core aligned resources and materials.

*Targeted RTI students - continuing to develop instructional strategies and rigorous instruction that effectively address diverse student needs / abilities in English Language Arts and mathematics.

*ELL - to attain English proficiency, focused instruction in the four modalities; listening, speaking, reading & writing, scaffolded instruction, varied entry points, UDL, Common Core aligned resources and materials.

According to the 2015 Framework for Great Schools Report the following are our school's strengths:

- Rigorous Instruction: Addressing the Common Core Literacy Shifts
- Collaborative Teachers: Inclusive classroom instruction, Reflective Dialogue, Focus on Student Learning
- Supportive Environment: Safety, Social-Emotional development, Peer support for academic work

- Effective School Leadership: Program coherence

- Trust: Parent-Teacher trust, Parent-Principal trust

According to this Framework, the following are areas of growth for P.S. 20 and will be addressed in the goals and action plans of this Comprehensive Education Plan:

*Strong Family-Community Ties: Parent Involvement in school

*Rigorous Instruction: After an analysis of multiple data sources, the P.S. 20 community collaboratively devised the Instructional Focus for the 2015-2016 school year. 'In all lessons, teachers will ensure a close alignment between focused learning objectives, instructional activities and clear assessment criteria. This alignment will support cohesiveness in instructional and assessment practices resulting in the effective diagnosis of individual student learning.

25Q020 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1407	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		87.5%	% Attendance Rate	96.2%
% Free Lunch		87.4%	% Reduced Lunch	6.8%
% Limited English Proficient		37.7%	% Students with Disabilities	10.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.3%	% Black or African American	3.2%
% Hispanic or Latino		19.5%	% Asian or Native Hawaiian/Pacific Islander	75.2%
% White		1.8%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.16	# of Assistant Principals (2014-15)	3
# 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)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	7.83
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		31.3%	Mathematics Performance at levels 3 & 4	66.8%
Science Performance at levels 3 & 4 (4th Grade)		91.2%	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	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	YES
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 data from the 2015 Framework for Great Schools Report, we did not meet the targeted number of students who reached level 3 or 4 in ELA. We currently are at a student progress rating of 31.3% but must achieve a minimum of 34.6% to meet the targeted goal for our students.

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.

An analysis of the data conducted on the results of the 2015 NYSESLAT, fall NYC Performance Assessments (K – 2) and the spring 2015 New York State ELA Assessments (Grades 3-5), will inform us of the needs and strengths of our students. Using this analysis as guidance will lead to increased rigor of English Language Arts instruction school-wide. This will result in an increase in students performing at a level 3 or 4 as evidenced by students, in grades 3-5, meeting or exceeding the 34.6% targeted goal as stated in the 2015 Framework for Great Schools Report by June 2016. In grades K-2, 100% of students will show an improvement in two or more of the seven traits as identified in the NYC Performance Assessments by June 2016.

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Research based instructional programs, professional development, and/or systems and structures needed to impact change Improve our curriculum maps to meet our targeted ELA goal for our students.	K-5 teachers	September 2015- June 2016	Curriculum Committee Team Members, Administrators, Teacher Teams
Conduct Book Study for Writing Pathways: Performance Assessments and Learning Progressions	All Teachers	September 2015- June 2016	Teacher Teams, Administrators
Expand The Writing Revolution by Judith Hochman to grades 1-5 that will focus on grammar and sentence structure	Teachers of Grades 1-5, ESL teachers	September 2015- June 2016	Administrators, ESL Teachers, Classroom teachers
Allocate budget for Model Teachers	Teachers	September 2015-June 2016	Model Teachers Teacher, Administrators

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.
Advance System for Teacher Evaluations -EChalk -Grade-level Curriculum Roadmaps -Scheduling for Curriculum Committee Meetings -Planning sessions with Cabinet and Model Teachers -120 copies of Writing Pathways: Performance assessments and Learning Progressions

- Writing Revolution Binder for all staff
- Calendar that indicates timeline of book study
- School-wide protocols for book study discussions and action plans
- Checklist for mid-year progress monitoring
- Resources to support the development of school-wide rubrics
- Resources to support the development of self and peer assessment practices
- Professional Development planning sessions with CBO
- Planning sessions with Parent Coordinator

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	X	Title II, Part A	X	Title III, Part A	X	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 February 2016, a minimum of three Teacher Team sessions will take place in which ELA data is analyzed in order to assess student progress towards goal and to develop instructional action plans.

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.

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.

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: <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. 	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>

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.

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.

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.

P.S. 20's Quality Review Data from 2014-2015 indicated that an area of need is for school-wide consistent and coherent math curriculum roadmaps. A review of the 2015 NYS Math Assessment data indicates that the average score of our students is above a 3.0. This data also indicates that further emphasis must be placed on standards within numbers and operations school-wide.

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, 80% of identified lowest third students in grades K- 5 will show growth in mathematics through progress in a minimum of two traits (7 Trait MOSL Rubric) from pre (October 2015) and post (June 2016) NYC Performance Assessment Data. This improvement will be due to the participation of teachers and the administrative cabinet in multiple content specific learning opportunities.

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Research-based instructional programs , professional development, and/or systems and structures needed to impact change. Using an exemplar map, Grade level Teacher teams will create Unit specific math maps emphasizing Numbers and Operations standards.	All Students	September 2015-June 2016	Curriculum Committee, Teachers, Administrators
Administrators will observe math lessons and provide teachers with focused feedback related to math standards.	Teachers	September 2015-June 2016	Teachers, Administrators
Kindergarten teachers will continue to provide Grade 1-5 teachers with support in developing maps. Kindergarten received accolades for their math maps in Quality Review but this is the only grade that does this. During a P.D. on 6/9/15 these exemplar maps were shared with the other grades to use as a model as they revise their curriculum maps. Administrators will analyze school-wide math maps for coherence and consistency on a monthly basis	Teachers	September 2015-June 2016	Administrators, Model Teachers
Teachers and administrators will participate in a minimum of 3 learning opportunities to address content misunderstandings and to explore effective instructional practices in regards to Numbers and Operations.	Teachers/ Students	October 2015 December 2015 February 2015	Administrators, Model Teachers

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.
Advance system for teacher evaluations Grade –level Curriculum Math Roadmaps

Planning sessions with Teacher Leaders

Math CCSS

Targeted professional development during citywide Monday afternoon PD sessions

Scheduling for Curriculum Committee Meetings

Planning sessions with cabinet and teacher leaders

Resources to foster shared understanding for appropriate grouping of students

E-Chalk

Targeted Component Checklist based on Danielson Framework for mid-year progress monitoring

External professional development opportunities/workshops that supports Engaging Students in Learning

Scheduled teacher inter-visitations

Resources to support engaging activities and assignments

Collaboration of ESL and SWSN teachers with classroom teachers to share best practices

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	X	Title III, Immigrant
	C4E		21st 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 February 2016, a minimum of two Curriculum Committee meetings will be held that focus on reviewing math maps vertically using a Curriculum Map and The Tri- State Quality Review Rubric for Lessons & Units to ensure consistency and coherence.

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

- 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.

A trend in student performance was noted on the NYS Math Exam in which 3rd grade students decreased in reaching proficiency. Quality Review 2.2 Assessment- Noted that evidence of data collection was used across classrooms however, school-wide systems to track progress over time need to be supported to monitor that all students have demonstrated increased mastery.

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–Effective School Leadership. 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, one cabinet meeting a month will focus on the analysis of school-wide data through the use of a new tracking system (Datacation). This will result in a minimum of three school-wide professional learning opportunities to assist teachers in better utilizing data to identify trends and address the English Language Arts and Mathematics needs of student subgroups.

Part 3 – Action Plan

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.											
Monday PD on analyzing and using data to inform instruction											
Data Specialist											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st 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 February 2016, a minimum of two school-wide action plans will be developed and implemented as a result of data focused cabinet meetings.											
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 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.

Based on data from the 2015 Framework for Great Schools Report , the following area of growth will be addressed in the goals and action plans of this Comprehensive Education Plan: Strong Family-Community Ties: Parent Involvement in school

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, in order to increase the number of parent engagement opportunities, the P.S. 20 Q school community will provide a minimum of one grade-level parent workshop a month on Tuesday afternoons to increase the capacity of our families as partners in teaching and learning. This will be evidenced by workshop agendas, attendance logs and parent survey feedback.

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Research-based instructional programs , professional development, and/or systems and structures needed to impact change. Communication with families via school messenger	Parents	September 2015-June 2016	Teachers
Customized P.S.20 student planners	Students	September 2015-June 2016	Teachers
Teacher Teams (Monday afternoons) Teachers will collaboratively plan ways to engage and inform parents regarding how they can support their children’s education	Teachers	September 2015-June 2016	Teachers
Teachers will utilize technology (i.e. Google survey) to partner with parents to gain support and increase communication.	Teachers	September 2015-June 2016	Teachers

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.
Parent Coordinator -Table of Organization-All Staff -Title III and Title I resources including CCLS aligned materials -Technology-computers, software, on-line educational subscriptions -Go Math, Ready Gen and Expeditionary Learning-Common Core aligned Curriculum materials -Translation funds for materials and per session

-OTPS-Student planners/agendas
 -Guidance Counselors and SBST

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	X	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.

By February 2016, each grade will have conducted a minimum of five Parent Engagement opportunities as evidenced by agendas and sign-in 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)	NYS ELA Scores, Various in-house summative assessments, MOSL Assessments, SchoolNet, Pre-referral forms, teacher recommendation, observations, parent request	Leveled Literacy Intervention	Small group One to One	During the school day
Mathematics	NYS Math Scores, Various in-house summative assessments, MOSL Assessments, SchoolNet, Pre-referral forms, teacher recommendation, observations, parent request	Program to be determined	Small group One to One	During the school day
Science	NYS Science Scores, Various in-house summative assessments, Pre-referral forms, teacher recommendation, observations, parent request	Leveled content text Student magazines (National Geographic, Scholastic News, Time for Kids)	Small group One to One	During the school day
Social Studies	Various in-house summative assessments, Pre-referral forms, teacher recommendation,	Leveled content text (National Geographic,	Small group One to One	During the school day

	observations, parent request	Scholastic News, Time for Kids)		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pre-referral forms, teacher recommendation, observations, parent request	Services provided by School Based Support Team Members	Small group One to One	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.
<p>As a Title I school all teachers at P.S. 20 are fully licensed to teach the subject that they are assigned to teach.</p> <ul style="list-style-type: none"> • Mentoring Program • Individualized Professional Development Plan for all teachers • Consultants in Math and ELA • Cycles of teacher observations / Feedback Sessions • Instructional Leads / Liaisons attend Professional Development • Classroom Inter-visitation • Common Planning periods with staff developers • In-house professional development during grade and faculty conferences • Collaboration with H.R. liaison • Utilization of DOE Teacher Finder Tool • Interviewing and observing ATRs and substitute teachers for future vacancies / positions • Supporting Paraprofessionals in becoming licensed teachers

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).
<p>All staff participates in ongoing professional development throughout the school year. During the 2015-2016 school year, full day professional development days will take place in September, November and June, as well as targeted and focused professional development sessions every Monday afternoon. All sessions will focus on the alignment of curriculum to the Common Core Learning Standards and the Danielson Framework for Teaching, while incorporating the citywide instructional focus for both ELA and Math. There are four scheduled Pre-K non-attendance days, where both Pre-K teachers and paraprofessionals will attend together, in order to build a shared understanding for student expectations in meeting Common Core Learning Standards. All staff members will engage in data dives throughout the school year to identify trends and develop plans to address the individual and school-wide needs of our students.</p>

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.).

Kindergarten Orientation for Pre-Kindergarten parents

Pre-Kindergarten parents receive information packets on how to assist their child in the transition to Kindergarten

Pre-K teachers plan lessons in accordance with the Pre-K Common Core Learning Standards

Parent Coordinator conducts parent involvement workshops

Pre-K teachers attend city-wide professional development

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.

Teachers make grade-level decisions on formative and summative assessments for each unit of study implemented. The School Leadership Team takes an active role in making decisions regarding school-wide assessments. Teachers attend data sessions to further their understanding of how to identify and address student needs. Teacher team meetings focus on the data that is discovered through looking at students work and teachers collaborate on what strategies to implement and approaches to take in addressing the identified needs.

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	707,852.00	X	
Title II, Part A	Federal	178,980.00	X	
Title III, Part A	Federal	58,296.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,812,364.00		

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 20Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 20Q** will support parents and families of Title I students by:

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

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

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

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

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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 20Q, 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>P.S. 20Q John Bowne Elementary</u>	DBN: <u>25Q020</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>165</u>
Grades to be served by this program (check all that apply):
<input 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>15</u>
of certified ESL/Bilingual teachers: <u>9</u>
of content area teachers: <u>6</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: _

Rationale - Based on NYSESLAT data, our direct English instruction will center around listening, speaking, and reading comprehension as well as foundational writing skills. The distinct role of the ESL/Bilingual teachers are to provide ESL strategies, materials, and ESL expertise to the classroom and to the content area teachers. ESL strategies will include scaffolding, differentiation, TPR, and vocabulary comprehension strategies such as the use of visuals, realia, and front loading vocabulary. Instruction will further be differentiated for SWD, newcomers, and long-term ELLs with individualized learning goals and differentiated instruction based on specific needs in each of the modalities: speaking, listening, reading, and writing. There are no SIFE students participating in the 2014-2015 program.

Subgroups/Grade Levels - We will have 13 classes from grades 1 through 5, including students at Beginning, Intermediate, and Advanced ESL levels. 7 classes will be taught by certified ESL/Bilingual teachers. And 6 content area teachers will share the expertise of 2 certified ESL/Bilingual teachers (1 certified ESL/Bilingual teacher paired to co-teach with 3 content area teachers on an evenly scheduled rotating basis).

Schedule and Duration - Classes will be held after school on Wednesdays and Thursdays for 90 minutes from 2:30 p.m. - 4:00 p.m. from December 10, 2014 until April 2, 2015, for a total of 28 sessions.

Language of Instruction - English

Number and types of certified teachers - 9 certified ESL teachers and 6 content area teachers.

Types of materials - Treasure Chest for English Language Learners by Macmillan/McGraw Hill and The Hochman Method, Strategies for Effective Writing Instruction by Judith C. Hochman.

Part C: Professional Development

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

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

Begin description here: _

Rationale - All professional development sessions will be provided by the ESL department coordinators and attended by all ESL/bilingual teachers as well as content area teachers. ESL/Bilingual teachers will be trained on connecting and incorporating ESL strategies (scaffolding, differentiation, visuals, TPR) to the specific topics and text used in the Title III Program curriculum. Content area teachers will receive training on the use of NYSESLAT materials, ESL testing strategies, implementation of the Treasure Chest reading series and Hochman Writing method.

Teachers to receive training - Lisa Barton, Catherine Bozzolo, Evelyn Conrad-Lorper, Jeanette Herrera, Jennifer Fitzgerald, Scott Freiberger, Alexa Lee, Nicholas Pei, Diane Pierantony, Gail Sarner, Stephanie Server, Amy Schlossberg, Eileen Aherne, Gail Wolinetz, Linda Goodspeed.

Schedule and duration - Three 90 minute sessions.

Topics to be covered - 1) Implementing Treasure Chest for ELLs 2) Implementing Hochman Effective Writing Instruction method 3) Preparation and strategies for NYSESLAT

Name of provider - P.S. 20 ESL Department Coordinators

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: _

Rationale - To provide parents/guardians with information and materials related to Title III instruction in speaking, listening, reading, and writing.

Schedule and duration - One 60 minute and one 120 minute parent engagement workshop (January and February 2015).

Topics to be covered - Title III Program, NYSESLAT, Treasure Chest for ELLs, Hochman Writing Method.

Name of provider - P.S. 20 PTA and ESL Department.

How parent will be notified - Parent letters in preferred language, school website, PTA bulletin board, ESL bulletin board.

Part E: Budget

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

Allocation Amount: \$ _____

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

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 25	Borough Queens	School Number 020
School Name John Bowne Elementary School		

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 Victoria Hart	Assistant Principal C. DiBello, J Eagen, P Foy
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor B. Littman, E. Mangibin
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator M. Lizcano
Related-Service Provider J. Carroll	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	10	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	2	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	2
Number of certified ENL teachers not currently teaching in the ENL program	0	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]	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1383	Total number of ELLs	667	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	------------	---	--------------

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): Chinese (Mandarin)
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	2													0
Dual Language														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	667	Newcomers (ELLs receiving service 0-3 years)	562	ELL Students with Disabilities	49
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	105	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	48									0
DL										0
ENL	514	1	28	105		21			0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	48													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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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: _____
---	---

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	11	6	8	9	15	10								0
Chinese	94	106	114	110	102	54								0
Russian														0
Bengali	1	2	1	0	1	2								0
Urdu	3	2	1	2		1								0
Arabic			1			3								0
Haitian														0
French														0
Korean	1													0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	1	1	2									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)	64	12	14	8	18	13								0
Emerging (Low Intermediate)	12	10	4	6	5	4								0
Transitioning (High Intermediate)	25	14	1	5	7	2								0
Expanding (Advanced)	11	64	39	33	33	16								0
Commanding (Proficient)		17	68	70	57	35								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					2									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		17	68	70	57	35								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	39	21	9	1	0
5	23	15	2	0	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									0
4	18	2	26	5	9	5	14	1	0
5	10	2	15	3	9	4	3	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	1	1	2	2	20	4	14	5	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.
 The assessment tools currently used are Fountas & Pinnell, ReadyGEN, Measures of Student Learning NYC Benchmark and NYSESLAT. The insights the data provides is valuable evidence of our students performance. This data helps to drive teacher instruction focused on the effectiveness of grouping for differentiated instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The patterns revealed across proficiency levels and grades on the NYSITELL and NYSESLAT are deficiencies in writing skills. The majority of our ELLs scored in the Expanding and Commanding proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data provided has driven PS 20 to make a school wide effort to focus on closing this gap. We have expanded writing skills to every subject, including art, music and gym. Our focus for this year is on how to make the improvements needed in writing for our diverse population. We are also focusing on academic vocabulary both in speaking and in writing.
- 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.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

(a) Fountas & Pinnell shows patterns across proficiencies take 3-4 months for a student to increase two levels. The more difficult the level, the longer it takes to reach a proficiency in comprehension, conversation and writing. The MOSL NYC Benchmark Assessment was just administered, so we do not have these results at this time.

(b) NYSESLAT 2015 patterns across proficiency and grade levels show our results remained about the same as the previous year, even though it was an entirely new exam.

(c) Our newcomer ELL's fare better in tests in their native languages. As proficiency in the English language increases, the need to take a

test in the native language decreases.

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*.] PS20 formulates its RTI groups primarily by assessing the data from the spring exams. Our curriculum materials this year specifically Go Math, also has built-in RTI on the spot interventions for each lesson. The data provided helps teachers use assessment results and student work products to guide instruction, identify weak areas, and address learning disabilities.
6. How do you make sure that a student's new language development is considered in instructional decisions? Our data drives our instruction. All the data that we have on our students is about the acquisition of their second language. Assessments both formal and informal help to make instructional decisions in all content areas. Teachers use in each modality embedded scaffolds to demonstrate how students can meet the indicators in all areas of language acquisition. Grade level texts and appropriate supports help students at all five levels meet the common core standard for their grade level. In the beginning of new language acquisition many visual aids, scaffolds, hands on activities and positive reinforcements are used over and over again. As the child's ability and language level increase the teacher scaffolds and visual aides become less important.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We analyze the overall results and make decisions for our program. We analyze the specific results of the different modalities and make decisions for differentiation and Title III programming. This approach helped us achieve AYP.

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.

At the time of registration, one of our ESL or Bilingual teachers, Coordinators, Bilingual Paraprofessionals or the Parent Coordinator are present to assist the school secretary in the process of registration. The parents or guardians are guided through the process of filling out an HLIS form indicating the language spoken in the home. An informal interview is conducted in English and the native language to determine eligibility for NYSITELL testing. A video is shown in the appropriate native language and a Parent Survey and Program Selection form is also filled out indicating the parents selection of services, if needed. After the initial informal screening and the appropriate paper work is filled out, it is determined that the student is eligible or not eligible for testing. The NYSITELL is administered by a licensed ESL or Bilingual Pedagogue, within the first 10 days after registration to ensure proper placement into a Bilingual or ESL Program. In the event a Spanish speaking student does not pass the NYSITELL, the Spanish LAB will be administered to determine language dominance. Entitlement Letters in the native language are sent home to the parents, advising the parents of their child's entitlement or non-entitlement to a Bilingual or ESL Program. All of these procedures are done within 10 days of the child's arrival at our school. We have assigned ENL staff that handles registration and interviews and form completion and after that process is completed the file of that child is then forwarded to another ENL staff member that is then required to test the child immediately. Towards the end of the school year, we determine the students to be tested by checking the RLER, RLAT, RLAB, RESH, RMSR and the RNMR on ATS. The NYSESLAT is then administered to determine the continuation of services, or in the event the student attains a proficiency level, the student is now ready to exit the program. At PS 20 we follow strict testing procedures outlined by the State Education Dept., making sure that the entire NYSESLAT is given in four separate sessions, beginning with the administration of the Speaking test and is then followed by the Listening, Reading and ending with the Writing subtest. Our entire school goes into testing mode, which ensures that the students are given an optimal chance for success.
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).

Upon arrival at the school the ENL staff will administer the registration procedures. The ENL staff member will conduct an interview and have the family fill out the HLIS form. It will then be determined if the child has had a formal education or if his/her education was interrupted. The oral interview questionnaire will be administered and the LENS will be administered. The oral questions will cover basic questions about the student and their family background. Then it will incorporate areas of academic, social and cultural

questions. Assessments are used to identify the functioning level of suspected SIFE students. All of these answers will help to determine a learning plan for the student. Fountas and Pinell can be administered immediately to identify the reading level and proficiency of the student. Most benchmarks and other formative and summative assessments can be administered to get an accurate level at where the student is functioning in all content areas. If the child is hispanic the Spanish Lab will be administered immediately to give an accurate perception of how the child functions in their native spanish language.

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).

Our Language Proficiency Team consists of the Principal, Assistant Principals, ENL Coordinators, SETTS teacher, guidance counselor and a member of the SBST team and the child's parent. In all meetings if an interpreter is needed one will be provided. The first priority is the determination of the child's language needs and go through all ELL processes within 10 days. If the child's HLIS form indicates that the child is entitled to take the NYSITELL exam, it is administered and then based on the outcome of the NYSITELL the child will be placed in ENL classes or not. After ENL determination is made then the re-identification process can be initiated if that is what is requested. If indicated SIFE status will be determined. The child's special education needs will be determined and provided for based on interpretation of the interview answers and information provided. Parent will be made aware of their right to accept or reject the recommendations within 20 days of the meeting. The team will keep track of dates and recommended learning interventions.

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.

Entitlement letters are sent home in all the native languages appropriate for our population immediately following the grading of the NYSITELL exam. Copies are made and kept in a file with a checklist to ensure that every student has received one. The Parent Survey and Program Selection form is given in the appropriate languages at the time of registration to ensure that it is filled out correctly. The Parent Survey and Program Selection form never leaves our hands. At the time of registration it is filled out with the assistance of an ENL, or Bilingual Pedagogue, or Bilingual Paraprofessional to insure we answer any questions the parents may have. At this time, copies are made and kept on file, while the originals are placed in the Cumulative Record Folder. The ENL Coordinator then enters the information into ATS/ELPC, only for the entitled students.

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).

Parents are informed by an ENL Pedagogue at the time of enrollment and distribution of the Home Language Survey that they are entitled to appeal any decision within 45 days about their child's placement in or out of ENL or Bilingual classes.

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.

An ENL or Bilingual Pedagogue, as well as the Family Coordinator are present during the registration process to ensure that the HLIS, Parent Brochures, Parent Survey, and Program Selection forms are given to the parents in their native language. At this time the Chancellor's DVD on program options is viewed by the parents in their native languages. Translators are available to answer any questions concerning the video and program options. In addition, we hold a Parent Orientation Meeting in September for our newly enrolled students to ensure that our parents have a clear understanding of the programs available at PS 20. At the Parent Orientation, the ENL Staff describes in detail the ENL/Push-In Model for our ENL Concentration classes, the pull-out program for our beginner ELL's, Chinese Bilingual Kindergarten Classes. We also explain that we currently do not have a Dual Language Program, but when the need arises, we will address it. We also discuss our ENL self-contained concentration classes that are taught by a dual license ENL/Common Branch pedagogue. At this time we also introduce the other programs in our school, such as our Extended Day and our Title III programs.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Program Selection form is given in the appropriate languages at the time of registration to ensure that it is filled out correctly. The Parent Survey and Program Selection form never leaves our hands. At the time of registration it is filled out with the assistance of an ENL, or Bilingual Pedagogue, or Bilingual Paraprofessional to insure we answer any questions the parents may have. At this time, copies are made and kept on file, while the originals are placed in the Cumulative Record Folder. The ENL Coordinator then enters the information into ATS/ELPC, only for the entitled students.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent Survey and Program Selection form never leaves our hands. At the time of registration it is filled out with the assistance of an ENL, or Bilingual Pedagogue, or Bilingual Paraprofessional to insure we answer any questions the parents may have. At this time, copies are made and kept on file, while the originals are placed in the Cumulative Record Folder. The ESL Coordinator then enters the information into ATS/ELPC, only for the entitled students.

9. Describe how your school ensures that placement parent notification letters are distributed.

Entitlement letters are sent home in all the native languages appropriate for our population. Copies are made and kept in a file by the ENL coordinator with a checklist to ensure that every student has received one.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL Documentation originals are retained in the child's cumulative folder as well as a copy in the ENL coordinators file.
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.

Upon arrival of the NYSESLAT materials to the school, the ENL coordinators check all boxes and ensure all needed materials are present and then accounted for. Then the materials are securely stored until the testing window opens. All ENL pedagogues first review and then are trained in the directions and administration of the NYSESLAT.

The Speaking section of the test is administered in a one-on-one setting according to the directions for administration. The ENL department divides the entire ELL population eligible for the NYSESLAT and does not administer the speaking modality to their own students. The administering teacher is responsible for filling out the Speaking Recording Sheets and transferring that information onto the child's answer document. The Speaking Recording Sheets are kept on file in the school for more than a year.

The modalities of Listening, Reading and Writing are administered according to their specific testing time frames. These modalities are administered in group settings according to their specific instructions. All accommodations and testing modifications are made for children with IEP's. After all modalities of the test are administered, the answer documents are reviewed for proper bubbling and student information. The answer documents are then personally delivered to the district office.

The writing portion of the test is scored in our school. The entire ENL team is turn-key trained by the ENL instructors that attended the District Scorer Training. The writing rubrics are discussed and reviewed and the practice case sets are completed. Each student's writing paper is reviewed and scored by more than one ENL teacher. ENL teachers do not score their own students' papers. Different sections of the writing booklet are scored by different ENL teachers. Scores are then recorded on the answer documents.

The answer documents are then reviewed for proper bubbling and student information and then personally delivered to the district office.

The rest of the NYSESLAT materials are accounted for, packed, and sent according to the included packing and mailing instructions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and transitional support letters are sent home in all the native languages appropriate for our population. Copies are made and kept in a file by the ENL coordinator with a checklist to ensure that every student has received one.
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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in parental choice is still predominately ENL. However, there has been a growing number of parents requesting Chinese Bilingual in the kindergarten grade. To better address the requests of our parents and the needs of our students, we continue to have two Chinese Bilingual classes in kindergarten. Our enrollment in these classes this year is 48 students to date. In grades 1 and 2, the majority of those students were enrolled since Kindergarten and have acquired enough English to be serviced by an ENL Push-In or Pull Out Program. To address all of our students and increased bilingual requests, we have four Self-Contained ESL classes with pedagogues that hold a ENL/Common Branch license. Two of the four classes are taught by teachers that are fluent in Chinese. The program models offered at P.S.20 are aligned with parental requests to the best of our abilities. Their requests for Chinese Bilingual classes in kindergarten was the driving force in continuing to have our two Chinese Bilingual classes in kindergarten. As the demand increases, so will the formation of new classes to address the needs. At the present time, we have ENL Concentration classes on each grade, grouped by ability to accommodate the Push-In Co-Teaching ENL Model, as well as Pull-Out services. These programs have been designed to better service ELL's, as per parental requests.

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.
 - (a) The organizational models at P.S. 20 are the Push-In (Co-Teaching) model for our transitional and expanding proficiency level students are taught by a common branch teacher as well as a licensed ENL teacher. These classes were formulated to facilitate the Push-In (Co-Teaching) model with regard to the appropriate minutes of ENL/ELA instruction as per CR Part 154.2. The instruction is given for 90 minutes of integrated ENL/ELA and 90 minutes or standalone integrated ENL to our transitioning students. The expanding students receive 180 minutes of integrated ENL/ELA instruction. The Pull-Out Program is in conjunction with the push in model of some transitional and expanding students to address the needs of those ELL's that require more ENL stand alone minutes. Our concentrated classes address the needs of our entering and emerging ELL's and are taught by a dual licensed ENL/Common Branch teacher. All of our ENL students are grouped by the NYSESLAT proficiency level. Our commanding and proficient students are taught by a push-In model with a common branch teacher as well as a ENL teacher. This allows for the 90 minute integrated ENL/ELA or other content area requirement.
 - b. TBE program. *If applicable.*

The Bilingual classes address the needs indicated by the Parent Survey and Program Selection forms. The bilingual licensed teacher set up there day to fulfill all requirements of the ENL blocks, ELA blocks and 60 minutes of NLA, Chinese Native Language Arts.
 - c. DL program. *If applicable.*

N/A
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)?

The organization of our staff ensures that the mandated number of instructional minutes are provided according to the proficiency levels in each of our program models. Our students are grouped for the most part homogeneously to ensure that the mandated number of units are met. In our push in models, the commanding and proficient students are serviced 90 minutes per week in a co teaching model by an ENL licensed teacher as well as a common branch ELA teacher. Our expanding and transitional students are serviced in the same manner in a co teaching model with an ELA teacher as well as a ENL teacher. All of our entering and emerging students in grades 1, 2, 3 and 5 are in our self contained ENL classes serviced by a dual licensed ENL/common branch teacher. Our 4th grade entering and emerging students are in a push in model serviced 360 minutes with a co teaching model with an ENL teacher as well as a common branch teacher. Our entering and emerging Chinese kindergarten students are serviced by teachers with bilingual licenses. Our other entering and emerging ENL students are serviced by a co teaching push in model, with a ENL teacher as well as common branch teacher.
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.

Our ENL Specialists deliver content area instruction during the mandated time of service. We are currently using MacMillian's Treasure Chest for English Language Learners in grades 1-5. The program is concentrated in Social Studies and Science, while providing differentiated instruction addressing all language acquisition levels from entering all the way to commanding. The scaffolded lessons provide instruction and application for specific language-acquisition strategies and reading skills. The skills addressed are oral language, vocabulary, and vocabulary strategies, phonemic awareness and phonics, language structure, comprehension strategies and skills, writing, and language objectives aligned with TESOL and Common Core Standards. We are also still using Rigby Balanced Literacy Program, On Our Way To English in our kindergarten classes and some 1st and 2nd grade classes. This program's concentration is in Social Studies, Science, and Mathematics. In our Push In Co-Teaching models, the ESL Pedagogue works along with the classroom teacher to scaffold lessons from Expeditionary Learning and ReadyGEN, making the content of the lessons more accessible to the ELL students. Across grades we utilize the Hochman Writing Revolution Program which targets grammatical writing skills and helps to expand student writing abilities.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our ELL's in Bilingual Classes were informally assessed to determine their strengths in their native language, since a Chinese LAB is not provided. As our goal is to transition them to become proficient in English, our assessments are predominantly administered in English, with the teachers guidance in the Native Language. The Bilingual teachers assess the students using Fountas & Pinnell, running records, end-of-unit assessments in Math, Task Performance in Reading and Math following CCLS, individual conferencing, small group instruction, and guided reading groups. Our Hispanic students were given the Spanish LAB to determine their language dominance. This year the student assessments included the Measures of Student Learning NYC Benchmark assessment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELL's are expected to complete the same curriculum as all students in the school. The program ReadyGEN is being used in grades K-2 and Expeditionary Learning is being used in grades 3-5. Both these programs have built in formative and summative assessments. The learning tasks in these series require students to speak, listen, read, and write at different points of each lesson. The ENL specialist conferences with each of their students individually, making note of their progress and next steps with ENL strategies in order to meet the needs of each modality on the NYSESLAT test, as well as the Common Core Learning Standards.

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) We currently do not have SIFE students.

(b) We are currently servicing our newcomers using our concentrated class or a Push-In (Co-Teaching) model. These students are grouped specifically to address language acquisition in listening, speaking, reading and writing. Our ENL Specialists work collaboratively with the classroom teacher to address the needs of the class as a whole and focus' in on specific individual needs as well. Theater Arts Clusters push in to the class, instruction is focused on language and expression. Some students also work with a Literacy Paraprofessional, Learning Leaders and Student Teachers, in a small group setting or one to one. Our teachers attend Staff Development Workshops focused on teaching our ELL's higher academic language. These strategies are designed to improve reading and writing. Brain-Pop for ESL is another program currently used. It provides the students with phonemic awareness and reading skills. The use of the Smart Board has also been an invaluable tool for our ELL's.

(c) Our ELL's who have been here 4 to 6 years receive services via a Push-In (Co-Teaching) model or pull out model. Our ENL Specialist pushes into the classroom for the appropriate number of minutes dependent upon the ELL's proficiency level. Using ENL methodology they address the specific needs of the students, while aligning instruction to the Common Core learning Standards and working collaboratively with the Co-Teacher. Theater Arts Clusters push into the class instructing the students in language and expression. Students also work with a Literacy Paraprofessional, Learning Leaders, and Student Teachers in a small group setting or one to one. As mentioned before, our teachers attend Staff Development Workshops and use the Smart Board to enhance their lessons. Many of these students are encouraged to take part in our Title III program to reinforce their comprehension and writing skills. The program is designed to better prepare them for the ELA and NYSESLAT exams.

(d) We currently have 1 long term ELL. The child is in an ICT class and is in a pull-out model for ESL instruction. The ESL specialist works in a small group to enhance this students specific language needs. ESL scaffolds are created to help the child comprehend the context- embedded vocabulary as well as complete well written compositions that meet the demand of the Common Core Learning Standard for 5th Grade as well as the ESL Standards.

(e) The plan for our former ELL's is their inclusion in our Advanced ESL Concentration classes. This allows them to continue with ELL support and strategies. They are also given extended time on state exams. Our former ELL's the commanding students, that passed the NYSESLAT in 2015 and our proficient ELL's that passed out of the NYSESLAT in 2014 are currently serviced in a push in co teaching model for 90 minutes of ENL/ELA instruction.

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.

All members of the LPT revisit the case of the student that was re-identified. Classroom teachers input, as well as formative, summative city and state assessments are analyzed and the re-identification decision is reconsidered to see if it was in the child's best interest.

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?

ENL specialists work closely with classroom teachers to provide ENL strategies and scaffolds to make Expeditionary Learning and ReadyGen more accessible for ELL students.

The series Treasure Chest for English Language Learners is continuing to work beautifully with our ELL-SWD's. The programs is rich in higher level academic vocabulary, with a focus on non-fiction text, and is structured towards individual instruction addressing all the language acquisition levels.

Chart 7 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?

Every grade has ELA and Math Curriculum Maps, which have designated sections addressing the unique needs of our diverse ELL-SWD's student population. We mainstream for content area instruction in a least restrictive environment.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	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 DUALY 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(u) 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.

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 DUALY 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.

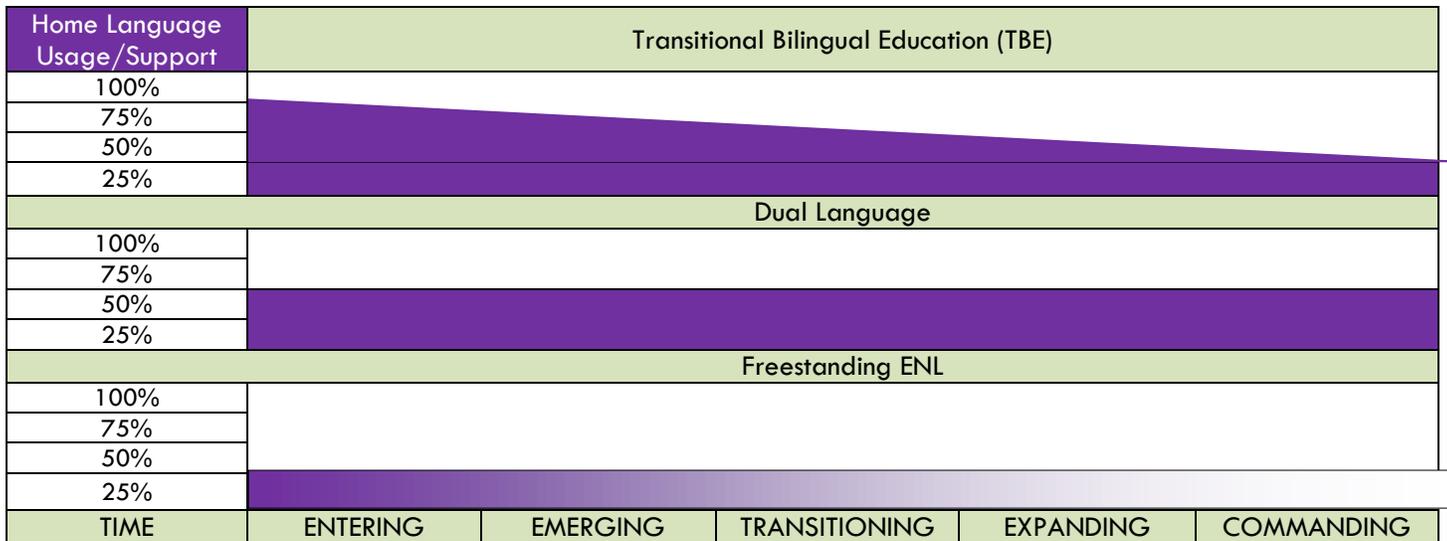


*Note: “other approved services” does not apply to New York City at this time.

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.
Our content area instruction is primarily taught in the native language by the Chinese Bilingual Specialist in our two Bilingual classes. P.S. 20 offers support for our transitional ELL's by giving them time and a half extension on all State Exams. Some of these students must also attend Extended Day. We also offer a Test Prep Night, which is a workshop for students and their parents. The parents are instructed on the ways they can help to better prepare their children for the State Exams. These workshops are given and translated in all the languages we house in our school. They are given additional support by our Learning Leaders and Student Teachers. The focus of our school is to always encourage higher academic language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is designed to meet the needs of all our students. We have small group instructions to meet the needs of our entering students within their concentrated ENL classes. Our Kindergarten Bilingual classes address the needs of our new admits. Our ENL concentration classes and Self- Contained ENL classes use ENL strategies to align with the Common Core Learning Standards and address all the different entry points of the ELL learners. To further reinforce our regular school day program we have extended day classes for our Entering and Emerging ELL's, and a Title III after-school program opene to ELL's of al levels.
12. What new programs or improvements will be considered for the upcoming school year?
We have a variety of new programs this year. Across grades we are now utilizing The Hochman Writing Revolution program, whose main focii are writing skills and grammar. We embed the grammar skills learned into Ready Gen and Expeditionary Learning programs. This enables our students to complete the tasks using more focused sentence structures. In grades K-2 the literacy program is ReadyGEN, in grades 3-5 it is Expeditionary Learning. The upper grades teachers are receiving professional training with Ms. Cucchiara and Lilly Wong Fillmore so that we can improve our students' vocabulary acquisition and sentence building and expansion. The entire school is using the new math program Go-Math.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL's at P.S. 20 are afforded equal access to all our programs, which include The Basketball Team, Cheering Squad, Chess Club, Chorus, Band, Ping Pong Club, T-Ball, Soccer, The Gardening Club, Math Club, Book Club and Drama Club. Letters are sent home to the parents of all our students, including all our ELLs in their native languages. Parental decision determines a students' participation in one or more of our activities. Some of the sports activities require try outs. All these activities encourage the acquisition of the English Language.
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.
The Hochman Writing Revolution is an instructional writing pattern that helps all our ELL's acquire needed writing skills. The Treasure Chest for English Language Learners has turned out to be a wonderful reading program for our ELL's and ELL's-SWD's. As mentioned earlier, this differentiated program addresses all the individual needs of our students. Rigby's, On Our Way To English, has proven to be quite effective in Kindergarten and 1st grade. It exposes the students to rich academic vocabulary through literacy and songs. Brain-Pop for ESL (videos connected to the curriculum) is a program designed to help our ELL's acquire higher academic language through visual learning modalities. We will continue to use the Empire State NYSESLAT Test Prep Books by Continental Press for our ELL's receiving services. These books help to give our ELL's some insight to the structure of the NYSESLAT State exam. We have purchased The Oxford Kids Dictionary across grades to target our large population of entering and emerging students. They will be used along side student books that will enrich our students knowlegde of academic vocabulary in many different topics related to the curriculum and Common Core Learning Standards. Other leveled readers have been purchased in order to provide sufficient reading material for our students at all reading levels. Videos that are part of the ReadyGen and Expeditionary Learning Programs are used as a support. All classrooms utilize a smartboard or Elmo document camera as well as computer technology.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our Kindergarten Chinese Bilingual classes are instructed for at least 60 minutes per day in their native language. Instruction is given by licensed Bilingual Teachers. Native language books have been purchased for all our classrooms, as well as our school library. NLA are are embedded in the content areas of social studies and science.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Following the Core Curriculum ensures that required services support, and resources correspond, to our ELL's ages, and grade levels. Each grade uses the appropriate texts in the Content Areas for every level.

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).

One of the activities offered to our newly enrolled ELL students before the beginning of the school year is the Kindergarten Tea. This is a presentation describing the programs available at the school. With the assistance of translators, the parents are able to understand and have the ability to ask any questions they might have. Materials are given out, such as story books to prepare the newly enrolled students in making an easy transition for the following school year. We also hold a Parent Orientation in the beginning of the school year, in which all our programs are described to the parents and students. We take this opportunity to show the Chancellor's DVD in all the languages available. This is done in case there are any parents who did not get to see the video at the time of registration. A question and answer time is allotted to ensure the proper assimilation of the information given. As per the new chancellor regulations, we have an informal introductory evening in early September where parents can meet with their child's ENL specialist in order to become better informed about their child's ENL curriculum.

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)?

N/A

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.)
At PS 20 we have on going Staff Development throughout the school year. We have Grade Conferences and weekly professional development given by the administration, invited guests, as well as turn keyed by other staff members. Two days in September and Election Day, Brooklyn-Queens Day, and two Supplementary Professional Development days have been added to our calendar for Professional Learning. We also have Monthly ELL Liason Meetings. All ENL teachers have the opportunity to attend out of school workshops and TESOL Conferences, and then turn-key to the rest of the ENL Department. This helps fulfill the ENL teachers requirement of 75% of their PD being ELL related and 15% for other teaching staff. The staff is encouraged to attend a variety of workshops in all subject areas, behavioral modification, acadmeic questioning, academic conversations, teaching ELL students and their entry points, hands on work projects, inclusion of students, as well as workshops in the arts and physical education fields.
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?
There are on-going staff development opportunities throughout the school year. The district office offers workshops to teachers of ELL's on a regular basis that can be attended with permission. On the NYCDOE websight there are different webinars that can be logged onto and listened to. Different organizations as well as TESOL offer various workshops during the school year. Most of these all have to do with strategies to make the Common Core Learning Standards accessible to our Ell's. Teachers who attend various workshops turn-key the information to the rest of the ENL Department as well as other staff members. The staff is encouraged to attend a variety of workshops in all subject areas, behavioral modification, acadmeic questioning, academic conversations, teaching ELL students and their entry points, hands on work projects, inclusion of students, as well as workshops in the arts and physical education fields. All of these workshops enable the teachers to find scaffolds and strategies that help all our students achieve suiccess with the common core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 - (a) We support our staff in assisting our ELL's as they transition from elementary to middle school by providing workshops to our ELL's and their parents, providing necessary information which will enable them to make an educated decision.
 - (b) A catalogue containing all the dates of the Middle School Open House is provided to encourage our students and parents to attend.
 - (c) Our Guidance Dept. will also make individual appointments with students and their parents to address any concerns.
 - (d) We hold special assemblies showcasing speakers from many of the Middle Schools. This is a perfect time for students to ask questions.
 - (e) The ELL students are taken to the Middle Schools to see a typical day and how the change of periods take place.
 - (f) The Guidance Dept. conduct mini- workshops, going into each classroom explaining the process of transition to the Middle Schools.
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.
The minimum 15% of total PD hours of ELL training for all staff is addressed during our monthly Grade Conferences, Election Day workshops, Brooklyn-Queens Day, and during our Teacher Team Meetings held every Monday afternoon. Our ENL/Bilingual Teachers utilize the Queens North ELL PD calendar to enroll in workshops that are pertinent to their case loads. The NYCDOE Department of Ell's also holds workshops that ENL/Bilingual staff can attend. The teacher and department log their hours onto a PD workshop Log to keep track of the amount of hours they have attended. Further professional development is provided when teachers turn key the new information they have learned to other staff members.

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?

All ENL teachers are provided with spread sheets in September with their individual student case loads. They are required as per CR Part 154 to be responsible to meet individually with all of their students parents atleast once throughout the school year. The designated Tuesday afternoon parent engagement time is used for this purpose. If that time is not convenient parents will be met during a teachers prep time or before or after school. During these meetings we discuss targeted areas of need, based on assessments in the ready Gen and expeditionary Learning units as well as other class assessments such as fountas and pinell and other formative and summative assessments. regular conferencing with co teachers provides other input for these meetings. NYS ELA,MATH,Science and NYSESLAT data sheets are also analyzed to enable us to target our diverse english language learning population. Translators are available through our after school program (CPC) housed here at our school or arranged by our parent coordinator.

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.

Each ENL teacher is required to maintain an accurate communication log of the parents that they have met and what was discussed. The log also incorporates phone conversations with parents and/or guardians. PS20 has an echalk account which parents can log into at their leisure and keep abreast of all important dates and events. This year the PS20 ENL department is also utilizing a Twitter account to reach out to our parents. Translators are available through our after school program (CPC) housed here at our school or arranged by our parent coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent involvement events are usually done early in the morning right after families drop off their children. Our monthly "Family Involvement" breakfast is offered to all our families that attend. We also have a monthly Parent Teacher Association meeting where parents receive important school information from the parents and the principal.

For our ELL parents, all fliers are translated and given out in our main languages; Spanish and Chinese. Families also receive automated phone calls in their language about any upcoming parent involvement events and PTA meetings. We provide translation during the parent involvement events and at the PTA meetings. Translators are available through our after school program (CPC) housed here at our school or arranged by our parent coordinator.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partnered with Arts Connection through a grant we received from the Center for The Arts. Our grant was used to target our ELL parent population. Arts Connection provided a series of workshops for our families that included dance and visual arts.

We also partner with our privately run after school programs to provide tutoring, homework help, and enrichment for our ELL parents at a low to no cost fee. These Community Based Organizations also provide translators for our ELL families. Through the Department of Education we also offer free ENL classes to our families. The ENL classes are offered three days a week in the morning and in the afternoon. The Chinese-American Planning Council (CPC) was established in 1987 as an Out-of-School Time (OST) program at P.S. 20 to provide year round educational and social services on Monday to Friday from 2:45 to 6pm and from 8am to 6pm on school holidays and summer. Our support services include: homework assistance, academic enrichment, cultural arts, character development, healthy living and physical activities for children in grades K to 5. CPC tutoring services will be designed in accordance with explicit goals worked out with the School Administrators to assist targeted Special Education (SE) and English Language Learners (ELLs) program participants. CPC provides translation services for parent teacher conferences in Mandarin, Cantonese, Fujianese, Spanish, Hindi, Bengali and Pakistani. Our CPC office is opened from 8:00 – 6:00 PM to assist parents in navigating the school system. Under the leadership of Director Lois Lee, CPC and PS 20 school administrators have a shared vision and common core goals with an emphasis on integrating STEM and literacy skills building activities and parent engagement activities to support student success. Again this year we also plan to partner with CASA, which is a cultural arts program.

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

Parent Survey and Selection forms are given out in the beginning of our school year in different languages. The surveys introduce the Parent Coordinator and the Community Associate and provide their e-mail address, phone, and cell phone number for parents. Our monthly family involvement events enable us to become more intimate with the needs of our families. The New York City School Survey results are also used as a tool to evaluate the needs of our families. The Parent Survey and Selection forms also ask the

parents in what language do they want to receive communication. As a result, all our letters are translated in our school by our diverse teacher and paraprofessional staff, as well as CPC staff. On our open school nights, we also run a School Resource Fair, which highlights all the activities and programs that are available here at P.S.20. Information is available in many languages as well as many interpreters are on hand to help all the parents.

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

We have such a diverse and large family population at P.S. 20. These families have many different needs but the one main need is to be involved. We offer many different activities in the hopes that each event may bring in a new parent. Our parent involvement activities give families information about what their children are learning. Some of our activities provide a way for parents to meet other parents and network. While other activities teach parents how to help themselves and provide them with information about what is going on in the community.

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.

School Name: John Bowne

School DBN: 25Q020

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)
Victoria Hart	Principal		1/1/01
Patrick Foy	Assistant Principal		1/1/01
Monique Lizcano	Parent Coordinator		1/1/01
Lia Barton	ENL/Bilingual Teacher		1/1/01
Martha Lezcano	Parent		1/1/01
Nick Pei/ENL	Teacher/Subject Area		1/1/01
Jenn Fitzgerald/ENL	Teacher/Subject Area		1/1/01
Randi Lagas	Coach		1/1/01
	Coach		1/1/01
Eve Mangibin	School Counselor		1/1/01
Danielle Dimango	Superintendent		1/1/01
Michael Dantona	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		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: **25Q020** School Name: **John Bowne**
Superintendent: **Danielle DiMang**

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.

At P.S. 20 Q during the registration time parents are interviewed. During that time parents are asked what language they prefer to receive notices in. Report cards, notices, progress reports, etc. are sent in the language of preference. In addition, parents fill out a Blue Emergency Card which depicts language of preference as well. P.S. 20 provides written translation of all school originated parental notices seven to ten days in advance. We use the School Messenger telephone service for "Announcement of Special Activities and Emergencies," which is individualized for each family to receive messages in their native language, and provide written translation in all languages spoken among the PS 20 families and stakeholders. At PTA, Parental Involvement, and Parent Teacher Conferences, written translation (where applicable) is provided by school staff and DOE translation services, as well as written translation provided by the Community Based Organizations working within our building. Parental Survey selection sheets are utilized. This information is reported to the school community through school leadership team meetings, PTA nights and ESL orientations that take place during the beginning of the school year

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.

Chinese
Spanish
Bengali
Urdu

Korean
Arabic

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.)

Parent Letters:daily, weekly, monthly
ENL newsletters: monthly
State testing dates
Chancellors Regulation Updates
Discipline Code

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.

Parent-Teacher Nights 11/5/2015 and 3/3/2016
Back to School Week (December 2016)
NYSESLAT Night (February 2016)
NYS ELA Parents as Partners (March 2016)
NYS Math Parents as Partners March 2016)
Tuesday Parent Engagement Curriculum Workshops (Monthly)
Parent Meetings (Daily)

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 will meet the identified translation needs indicated in part B by utilizing translation services provided by the Translation and Interpretation unit over the phone and by translated letters two weeks

ahead of time, in house staff who speak many languages other than English and on site interpreters provided by CPC (Chinese Planning Council.)

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.

The oral interpretation services are the same as for written translation. Most oral translation is done in-house by our staff members and Community Based Organizations housed within PS 20, as well as utilizing the Translation and Interpretation Unit hotline. Oral translations are also provided by our 5 after-school programs, parent volunteers, school staff, learning leaders and Community Based Organizations during all our school functions. These include, but are not limited to Team Up For Testing Night, NYSESLAT Night, PTA, Family Involvement and Parent Teacher Conferences.

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.)

Teacher Handbook
Email with new regulations and resources
Translation and Interpretation Brochure

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 Notification Requirements

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

As previously noted, P.S. 20 will provide special announcements over the telephone in the native languages. The monthly parent meetings have oral translation during the presentations done by P.S. 20 staff members and parent volunteers. P.S. 20 provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. This document includes their rights regarding Translation and Interpretation services. Additionally, P.S. 20 makes use of Regional and City-wide translated material when provided. Written communication has been translated

by the Translation and Interpretation
Unit when applicable.

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)

Parent Surveys during parent teacher conferences
Exit slips after monthly parent engagement workshops
PTA and Parent Coordinator feedback to Principal