

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R020

School Name:

P.S. 020 PORT RICHMOND

Principal:

MARIE MUNOZ

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: PS 020 THE CHRISTY J. CUGINI PORT RICHMOND SCHOOL School Number (DBN): 31R020
Grades Served: K-5, SE
School Address: 161 Park Avenue
Phone Number: 718.442.4110 Fax: 718.815.2228
School Contact Person: Marie Munoz Email Address: Mmunoz@schools.nyc.gov
Principal: Marie Munoz
UFT Chapter Leader: Fiorella Raimondi
Parents' Association President: Yolanda Juarez
SLT Chairperson: Raffaella Passanisi
Title I Parent Representative (or Parent Advisory Council Chairperson): Yolanda Juarez
Student Representative(s): N/A

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Bldg. A, Rm. 141
Superintendent's Email Address: alodico@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

District 31, Staten
BFSC: Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace
Director's Email Address: kmoran2@schools.nyc.gov
Phone Number: 718-556-8367 Fax: 718-391-6109

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)
Marie Munoz	*Principal or Designee	
Fiorella Raimondi	*UFT Chapter Leader or Designee	
Yolanda Juarez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Yolanda Juarez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Victoria Puchkoff	Member/ Teacher	
Raffaella Passinisi	Member/ Teacher	
Cynthia Rodriguez	Member/ Teacher	
Carolina Mendez	Member/Parent	
Rocio Ibanez	Member/ Parent	
Blanca Lopez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Esmeralda Cabanas	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 20 is committed to educating the whole child. We believe that using varied methodologies, techniques and strategies will afford all children the opportunity to reach their full emotional, social, and academic potential. We are committed to educating and encouraging students to achieve high standards of excellence in all curriculum areas.

We strongly believe in the importance of parent involvement in the educational process. Communication and cooperation among students, parents, staff and administration are seen as crucial to promoting the success of all students. Respect for others and oneself is a fundamental philosophy at P.S. 20. A strong emphasis is placed on awareness, acceptance, concern, and compassion for all people.

The faculty, staff, parents and community of P.S. 20 view each child as a vital, unique individual, whose education is an essential investment in our future. We empower our students to reach their maximum potentials and help them to become assured, critical thinkers who are committed to continual self-development, personal responsibility and social contribution.

We endeavor to create a vibrant teaching and learning environment by developing collaborative, integrative, and cross-curricular projects with life connections that inspire our students to become independently motivated, permanently curious, instilled with pride and engaged with their work. We strive to advance our knowledge, and to be consistently aware of our children's needs and concerns, to identify their strengths and build on them, to encourage and empower them and praise their accomplishments, and to work collaboratively within the school as well as through our students' families and the community.

PS 20 is located in the Port Richmond section of Staten Island. Our community is predominantly Hispanic, with the majority being Mexican. Spanish is the dominant language spoken in the home. Our school currently has 232 (New English Language Learner (NELL) students which make up approximately 47% of our total school population.

Our collaboration with El Centro de Hospitalidad, Make the Road and Wagner College have provided opportunities for our NELL students and their families. Through our collaboration with Wagner College and the College of Staten Island, we receive several student teachers and student observers whose studies include English as a New Language (ENL) and Special Education throughout the year. In addition, Wagner College students host a Breakfast Club for P.S. 20 students in order to boost attendance. Visiting artists from the Metropolitan Opera, Staten Island Arts and Sundog Theater work with students throughout the year. New York Cares and New York City Food Bank are collaborating organizations that help to assist in the growth of our children, socially, emotionally, and academically.

We currently house the United Activities Unlimited (UAU) after school program throughout the year. This program is K-5 and offers homework assistance and academic enrichment through art, science, social studies and math. We offer test prep after school programs for our students in grades 3-5 from February through May and ENL enrichment programs for our K-2 students as well.

We offer visual arts, movement through dance and theatre arts. Our visual arts cluster teacher puts on an art show that is recognized in the Staten Island Advance newspaper and family art nights throughout the year for families to attend. Families have the opportunity to browse through their children's work and create projects alongside them in the evening sessions. All grade levels are involved in participating in performances throughout the year with our theatre cluster teacher. There is a culminating "Broadway style" show at the end of the year. We also hold monthly student of the month assemblies where classes and individual students perform to showcase their work in class or highlight our monthly celebrated character trait.

This year we began a new school wide Positive Behavioral Intervention and Supports (PBIS) program called CUBS ROAR. This was initiated to create a structured positive behavior intervention system that fosters citizenship and a sense of community in our building. Children are rewarded with ROAR cards when they are noticed exhibiting a positive behavior

that was created by our students to unify positive behavior across the school community. This effort has decreased the number of occurrences noted in Online Occurrence Reporting System (OORS).

Our population of NELL students and Special Needs students continue to increase over the years. Using quality ENL (English as a New Language) pedagogy, curricula, and providing quality professional development that instills the necessary skills for our NELL students and teachers is a fundamental focus at our school. Recognizing the deficit for these students in vocabulary, our focus continues to be on vocabulary development for all students. In addition, we provide parents of these students, many of whom are illiterate in their own language as well, with opportunities to attend parent workshops and English as a New Language (ENL) classes that will help them learn English and in turn, help their children.

We have integrated collaborative team teaching classes on each grade level as well as self-contained special education classes on each grade to meet the individual needs of our students with individualized Education plans (IEP)'s. We continue to seek out opportunities to provide our Special Ed teachers and paraprofessionals with Professional Development.

Our curriculum supports critical thinking and inquiry based learning to foster independence and higher order thinking skills. Our students learn problem solving skills through hands on learning.

P.S. 20 has been focusing on teachers working collaboratively to develop units of study aligned to Common Core Learning Standards (CCLS) horizontally and vertically. We have made good progress in this area by establishing teacher grade leaders and programming common planning time that allows teachers the opportunity to work together. Using the Danielson Framework, teachers are providing more rigorous instruction. We are also making great improvements in our school goal of fostering independence and growing academic vocabulary and are building guided reading practices to better meet the individual needs of students. We are working towards removing scaffolds and students taking ownership over their learning. Last year's initiation of our CUBS ROAR program to enhance character trait development has created an environment where all students feel safe and successful. Designated a Respect for All school, we continue to provide special programs and work through our Guidance Counselor.

31R020 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	488	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	95.8%	% Attendance Rate		93.7%
% Free Lunch	96.2%	% Reduced Lunch		1.6%
% Limited English Proficient	41.0%	% Students with Disabilities		27.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		15.4%
% Hispanic or Latino	77.6%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	5.6%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.94	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		10.41
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.9%	Mathematics Performance at levels 3 & 4		22.2%
Science Performance at levels 3 & 4 (4th Grade)	73.7%	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		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		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A review of student work and an analysis of both formative and summative data including, but not limited to New York State English as a Second Language Achievement Test (NYSESLAT) data by teams, indicate an upward trend in the performance of the NELL students over the past three years. 2013-14 NYSESLAT results indicate that 42% of NELL students are currently performing on an intermediate level of that 42%, 58% are first and second graders.

The 2013-14 Quality Review indicates:

Strengths

- Kindergarten and 1st grade teachers collaborate and analyze performance tasks and adjust and re-teach grade level concepts to NELL students
- NELL students and Students with Disabilities have access to the curricula and tasks and are cognitively engaged.

Weaknesses

- Many lessons are teacher directed with limited opportunities for students to turn and talk and work with partners and/or groups
- Questions are often superficial or requires only one word answers
- In classes where students were working in groups, the groups were not able to fully articulate the work they were doing.

Part 2 – Annual Goal

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

By June 2016, 20% of grade 1 and grade 2 Intermediate NELL students will improve to an Advance level on the NYSESLAT exam through daily participation in guided reading and small group classroom instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will be given professional development on guided reading strategies and small group instruction from school literacy coach and grade leaders. Opportunities to find multiple entry points will be discussed as well as productive use of conferencing notes.</p>	<p>Students in grades 1 and 2. NELL students who were Intermediate level on prior year NYSESLAT exam.</p>	<p>9/2015-6/2015</p>	<p>ENL teachers in all grades. First and Second grade teachers. AIS Teacher Literacy Coach and administration Literacy consultant</p>
<p>Parent/student workshops will be held to give parents information and strategies in the English language, conversational vocabulary, beginning sound/letter matching skills, questioning techniques.</p>	<p>Parents of students in Grades 1 and 2.</p>	<p>Workshops will be held Tuesday afternoons and monthly sessions in the evening from October-May.</p>	<ul style="list-style-type: none"> • Teachers • Literacy Coach • Administration • Parent Coordinator

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.

Professional development days, common prep periods, guided reading classroom libraries, 3 ENL Teachers, per diem scheduling, parent workshop materials, Adult ENL classes, General Equivalency Diploma (GED) classes for parents.

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		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	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.

Teacher teams will monitor progress through analysis of performance on the Fountas and Pinnell Benchmark Assessment three times a year in September, December, and May.

The ENL team in conjunction with teacher teams will analyze NYSESLAT data as well as NELL benchmark assessments three times per year in September, December, and April.

Teacher teams will collaborate to analyze and enhance teacher practice and work to incorporate more opportunities for NELL students to participate and expand upon oral language development.

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.

A review, of the 2013-14 Quality Review indicates the need for improvement in the area of questioning and discussion as measured by Danielson component 3B. There is also an indication for strengthening of professional team collaborations. Through review of a teacher needs assessment, 32% of teachers indicated a need for additional professional development in the area of questioning and discussion. The rating distribution for domain 3B indicates that 11% of teachers are developing, 81% are effective and 8% are highly effective.

The 2013-14 QR indicates:

Strengths

- Teachers collaborate to adjust the curriculum to meet students’ learning needs
- Teachers incorporate skills not yet mastered into ensuing units in order to keep up with pacing calendars as well as having students repeat and revisit concepts to achieve mastery.
- The diversity of learners, including NELL and SWD , have access to the curricula and tasks and are cognitively engaged as a result of collaboration amongst teachers.

Weaknesses

- Many lessons are teacher directed with limited opportunity for students to turn and talk and work with group/ partners.
- High quality questions during whole group instruction that would prove students to think were not sufficiently evident.
- Questions were often superficial or required only one word responses.

Teaching strategies inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks, and work products and discussions reflect uneven levels of student thinking and participation.

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.

By June 2016, teachers will work collaboratively in Professional Learning Communities (PLC)s to build capacity to use differentiated questioning and discussion techniques with all students resulting in a 20% increase in teachers

improving one performance level reflected in Danielson component 3B – questioning and discussion techniques in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PLC groups working in team planning. Teams will be using Kim Marshall’s Memo as professional reading and incorporating strategies into their instruction. Inter-visitations.</p>	<p>All teachers that are Advance eligible</p>	<p>9/2015-6/2015</p>	<ul style="list-style-type: none"> • All teachers • Instructional Coach • Administration • Grade Leaders
<p>Professional development will be given on questioning and discussion techniques. Summer institutes are being made available to all teachers. Danielson Framework PD’s will be conducted.</p>	<p>All teachers that are Advance eligible</p>	<p>9/2015-6/2015</p>	<ul style="list-style-type: none"> • All teachers • Instructional Coach • Administration • Grade Leaders
<p>Administration and Instructional coach will conduct frequent informal observations to give constructive and actionable feedback.</p>	<p>All teachers that are Advance eligible</p>	<p>9/2015-6/2015</p>	<ul style="list-style-type: none"> • Administration • Instructional Coach

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.

Administration, Consultant, Instructional Coach, Professional Reading Library, lunch and learns, grade level meetings, common prep time, per diem scheduling, classroom and school inter-visitations

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		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.

Administration in conjunction with the School Leadership Team (SLT) will review teacher performance on component 3B in Advance four times a year in October, December, March, and May.

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.

A review of student work and an analysis of both formative and summative data by teacher teams, indicates deficits in the use of textual evidence as related to the CCLS across all grades for the past two years. Through review of a teacher needs assessment, 57% of all teachers indicated a need for additional professional development in the areas of writing and expanding writing instruction provided in READYGen.

The 2013-14 Quality Review indicates:

The 2013-14 Quality Review indicates:

Strengths

- The curriculum around writing is being supplemented by a focus on argumentative writing as the staff realized READYGen does not have a strong development in this area.
- Across classrooms. Teachers refine rubrics from ReadyGen to provide actionable feedback to students around their performance and progress.
- The principal meets with grades 3-5 on a monthly basis to check for students growth and determine student progress.

Weaknesses

- Teaching strategies inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks.
- Work products reflect uneven levels of student thinking and participation
- Student work on performance tasks, indicate that they are struggling with using textual evidence to support their writing and thinking.

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, administration will provide PD to all teachers for the development of coherent and substantiated writing as measured by grade appropriate CCLS for the use of textual evidence which leads to 20% of students improving one level on end of unit performance tasks.

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?
Work with Literacy Consultant to engage in professional development. Unit plans and curriculum mapping will be done with the goal of linking writing curriculum and tasks with CCLS.	All classroom teachers. All students	9/15- 6/16	<ul style="list-style-type: none"> • Administration, • Literacy consultant • Grade Leaders
Administration along with Instructional coach will develop PD calendar to map out ongoing professional development.	All teachers	9/15- 6/16	<ul style="list-style-type: none"> • Administration, • Instructional Coach
Special education coordinator will work to develop series of professional development workshops to work with special education teachers in developing specific content based teaching practices for SWD.	Special education teachers/ paraprofessionals	9/15- 6/16	<ul style="list-style-type: none"> • Administration, • Special Education Coordinator
ENL teachers will work to develop series of professional development workshops to work with ELL teachers in developing specific content based teaching practices for ELL students.	ENL teachers.	9/15- 6/16	<ul style="list-style-type: none"> • Administration, • ENL 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.											
Administration, Literacy Consultant, Instructional Coach, IEP teacher, ENL teachers, professional library, common prep times, grade level meetings, lunch and learns, per diem scheduling											
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		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

Teachers will meet to analyze three comparable performance tasks during professional development time. Once in October, once in January and in June. These three analyses will inform ongoing pd's to enhance teacher practice in writing instruction.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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 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.

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.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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 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)	<ul style="list-style-type: none"> • Students in Grades K-2 who scored below grade level benchmarks using the Fountas and Pinnell Assessment are targeted • Students who scored below grade level benchmarks on state standardized tests were targeted. 	<p>A pull-out teacher provides additional reading instruction to small groups of at risk students within the classroom setting on a daily basis during the school day. Instruction is focused on phonemic awareness, phonics, word study and comprehension using Fountas and Pinnell Leveled Literacy Intervention.</p> <p>A pull-out, push-in teacher provides additional reading instruction to small groups of 3rd, 4th and 5th Grade at risk students within the classroom setting on a daily basis during the school day. Instruction is focused on word study, vocabulary development, fluency, comprehension and writing. Programs include Fountas and Pinnell Leveled Literacy Intervention, The Comprehension Toolkit.</p>	<ul style="list-style-type: none"> • Small Group Intervention • Small Group Intervention 	<ul style="list-style-type: none"> • During the school day • During the school day

Mathematics	Students who score below grade level on benchmarks; formal and informal assessments.	Classroom teachers provide additional math instruction to small groups of 3rd, 4th and 5th Grade at risk students within the classroom setting using Go Math interventions .	• Small Group	• During the Instructional Day
Science	Students who score below grade level on benchmarks; formal and informal assessments.	Classroom teachers provide additional science instruction by integrating science with math and literacy to small groups of 4 th and 5th Grade at risk students within the classroom setting during the school day. Instruction is focused on the understanding of charts, tables and graphs, comprehension of content material. Students who scored below grade level benchmarks are targeted.	• Small Group	• During the Instructional Day
Social Studies	Students who scored below grade level benchmarks are targeted.	Classroom teachers provide additional social studies instruction by integrating social studies with math and literacy to 4th and 5th Grade at risk students within the classroom setting. Instruction is focused on the understanding of charts, tables and graphs, comprehension of content material and historical fiction and writing.	• Small Group	• During the Instructional Day
At-risk services (e.g. provided by the Guidance Counselor,	Based on IEP's and at-risk assessments.	The Guidance Counselor provides ongoing, scheduled counseling sessions	• Individual and small group	• During the school day, before and after school as needed

*School Psychologist,
Social Worker, etc.)*

with at risk students, crisis intervention, attendance monitoring and intervention, and home visits when necessary.

The School Psychologist provides ongoing, scheduled counseling sessions with severely at risk students, crisis intervention, evaluations of students for Special Education services when all other possible interventions fail to provide adequate support, and home visits when necessary.

The Social Worker provides ongoing, scheduled counseling sessions with at risk students, crisis intervention, home visits and is part of the Student Assessment Team that evaluates students for Special Education services when all other possible interventions fail to provide adequate support. The Social Worker also does community outreach and serves as a liaison with Social Services and Community based organizations that provide services. The Social Worker serves as a liaison with

		Social Services and Community based organizations that provide health related services. The bilingual Parent Coordinator facilitates this process		
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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.
The continued use of job fairs coordinated by the district and DOE will be designed to select prospective teachers who have proven effective in working with at risk and/or Title I school students. P.S. 20 will continue our collaboration with The College of Staten Island, Wagner College and Touro College to ensure our access to exceptional graduating students. New teachers are supported by a school-based mentor.

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).
Title I staff development initiative will focus on closing the ELL and SWD (Students With Disabilities) achievement gaps and on improving the overall gains in achieving grade level proficiency in ELA. A single, unified approach to staff development will afford all teachers the same opportunities to learn and engage in best practices and will help enable all students including NELL students and Students with Disabilities to meet State academic standards.

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
Parent Meetings
Kindergarten Curriculum Conferences
Communication with turning 5 facilities

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.
MOSL Team meetings in August and September
Attendance at citywide Professional Development for MOSL
SLT Meetings
Staff Meetings

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	379,760.00	X	Page 12, 14, 15, 17, 23)
Title II, Part A	Federal	69,643.00	X	Page 12, 23)
Title III, Part A	Federal	23,264.00	X	Page 12, 14, 15)

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,156,020.00	X	Page 12, 14, 15, 17, 23)

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Ps 20 Port Richmond School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 20 Port Richmond School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 20 Port Richmond School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>Port Richmond</u>	DBN: <u>31R020</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</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 type="checkbox"/> 4 <input 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>8</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>2</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: _____ Eligibility determination will be made based upon data analysis including but not limited to, portfolio work, NYSESLAT results, performance on the ELL Periodic assessment, Benchmark testing and teacher made assessments. ELL's and ELLSWD's in grades 1, 2, and 3 will receive targeted differentiated small group instruction in an After School Program. Approximately 100 students will be serviced in 8 classes meeting twice a week for two hours each session. This will run on Wednesdays and Thursdays for approximately 13 weeks beginning the week of January 6th and ending April 18th. Classes will be created by grade and small group instruction will be appropriately differentiated based on the students' level of English Language Proficiency on the most current NYSESLAT administered. ESL and bilingually certified teachers will provide student instruction through collaboration with common branch certified teachers as required. Comprehensible input, opportunities for verbal discussion, use of contextualized language, and opportunities for involvement in the classroom will be included as part of instruction. Second language learning will be facilitated by teachers using:

- Modeled talk- teachers will use gestures, visuals and demonstrations

- Vocabulary and reading- students will read extensively in English supplemented by text in native language. Lessons will include read alouds, echo reading, choral reading, guided reading, native language literature and open book discussion.

- Students will develop graphophonemic awareness which contributes greatly to children's ability to read words both in isolation and connected texts.

- Additionally, all students will be prepared for the administration of the NYSESLAT using test preparation materials.

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: _____ Current trends indicate that the number of ELLs is increasing across all grade levels. Data analysis and school needs assessment indicates a need for increased Professional Development to improve teacher effectiveness. Due to heterogeneous class configurations, professional development is needed for both Title III program teachers and instructional staff across all grades and curriculum areas. Professional Development opportunities will be provided in-house at P.S. 20 during Monday's 80 minute professional development time after school. Topics will include: Best Practices in ESL Pedagogy (upper grades) presented by L. Walowitz
Best Practices in ESL Pedagogy (lower grades) presented by I. Figueroa
Vocabulary and Language Development (upper grades) presented by L. Walowitz
Vocabulary and Language Development (lower grades) presented by I. Figueroa

Part C: Professional Development

Comprehension Strategies (upper grades) presented by L. Walowitz and J. Atlas

Comprehension Strategies (lower grades) presented by I. Figueroa and K. Dixon

Writing (upper grades) presented by L. Walowitz and C. Rodriguez

Writing (lower grades) presented by I. Figueroa and K. Dixon

Reading Street ELL resources (lower grades) presented by K. Mackey

ReadyGen ELL scaffolding (upper grades) presented by K. Mackey

- Teachers will also be sent to Professional Development workshops presented by our Network's ELL Specialists and to citywide workshops as opportunities arise.

- Administrators will also engage in short, frequent cycles of observation with immediate teacher feedback.

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: _____ Through the use of school data analysis, needs assessment surveys and the feedback from the School Environmental Parent Survey the need to continually increase opportunities of increased parental involvement was identified. All written communication will be translated into the parents communication language of preference to inform parents of all meetings and events. The bilingual Parent Coordinator will facilitate workshops along with members of different Community Based Organizations and P.S. 20 faculty members.

- ESL classes are available for parents throughout the year on Mondays and Wednesdays at the CYO. GED classes are given at P.S. 20 on Mondays, Tuesdays and Wednesdays at 8:30 am through a partnership with Project Hospitality.

- The following workshops will be provided to parents both during and after school (utilizing the parent outreach time on Tuesdays):

- Special Education and the ELL child presented by C. Rodriguez

ARIS Parent Link presented by N. Cartagena

Helping Your Child With Homework presented by N. Cartagena and L. Walowitz

Understanding the Common Core presented by L. Walowitz

Student Assessment presented by A. Pacheco and I. Figueroa

Read Alouds presented by I. Figueroa

State Assessments (ELA) presented by V. Puchkoff and L. Walowitz

State Assessments (Math) presented by S. Poggi and L. Walowitz

NYSESLAT presented by K. Dixon and L. Walowitz

Developing Vocabulary presented by K. Dixon and N. Cartagena

- Additional weekly workshops will be scheduled as opportunities arise including topics such as Financial Literacy, Health and Family Issues, Special Education and Parental Rights. These workshops will be facilitated by our Parent Coordinator and ESL/bilingual teachers as well as visitors from community based organizations including HealthPlus, El Centro de Hospitalidad, Make the Road, and Wagner

Part D: Parental Engagement Activities

College. Curriculum Conferences will be held during the year as well as Parent Teacher Conferences. The Parent Coordinator will send a monthly calendar of events to parents as well as reminder letters of events. In addition, meetings, workshops and events will be outlined in the school's monthly newsletter and posted on the school's website in English and Spanish.

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-

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 31	Borough Staten Island	School Number 020
School Name Christy J Cugini Port Richmond 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 Marie A. Munoz	Assistant Principal Annette Steenwerth
Coach Sharlene Velez	Coach type here
ENL (English as a New Language)/Bilingual Teacher L Walowitz I Figueroa K Dixon	School Counselor
Teacher/Subject Area C Rodriguez Bilingual Tch	Parent Yolanda Marin
Teacher/Subject Area	Parent Coordinator Nolvia Cartagena
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	491	Total number of ELLs	237	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1													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	231	Newcomers (ELLs receiving service 0-3 years)	158	ELL Students with Disabilities	112
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	73	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	12	0	10							0
DL										0
ENL	146	0	68	73	0	34	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 24

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	12													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: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	33	55	40	33	30								0
Chinese			1											0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish				1										0
Albanian														0
Other														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)	9	1	0	4	2	2								0
Emerging (Low Intermediate)	8	7	9	4	4	1								0
Transitioning (High Intermediate)	14	5	5	2	8	1								0
Expanding (Advanced)	6	26	27	18	11	14								0
Commanding (Proficient)	0	1	11	9	0	7								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	0
4	18	5	0	0	0
5	15	2	0	0	0
6					0
7					0
8					0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	0	0	0	0	0	0	0	0
4	16	2	4	0	1	0	0	0	0
5	11	1	4	3	1	0	0	0	0
6									0
7									0
8									0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	0	8	1	7	3	0	0	0
8									0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	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.
 Literacy skills are assessed using Fountas & Pinnell Benchmark Assessments as well as in-house teacher created assessments with focus on fluency and phonemic awareness. Assessments allows us to pinpoint where students weakness & strenghts fall. Data has shown that our ELL's require additional supports in the areas of comprehension, vocabulary development and phonemic awareness. An emphasis is placed on teaching comprehension skills/strategies, opportunities to expand prior knowledge, to expose children to a wider range of vocabulary. Data also indicates that our younger students are more proficient in speaking than in reading and writing. Likewise, our older students are more proficient in listening and speaking than in reading and writing. for this reason, the emphasis of our instructional program shifts from strengthening oral language and building its connections to text, to strengthening reading comprehension and building its connections to written responses. Syntax, structure, figuarative language, idioms and unusual vocabulary are all considered as teachers plan an integrated curriculum . Academic language is developed through the use of non-fiction texts and through opportunities to manipulate, categorize and classify real world items.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data has shown that our ELL's require additional supports in the areas of comprehension, vocabulary development and phonemic awareness. An emphasis is placed on teaching comprehension skills/strategies, opportunities to expand prior knowledge, to expose children to a wider range of vocabulary. Data also indicates that our younger students are more proficient in speaking than in reading and writing. Likewise, our older students are more proficient in listening and speaking than in reading and writing. for this reason, the emphasis of our instructional program shifts from strengthening oral language and building its connections to text, to strengthening reading comprehension and building its connections to written responses. In the past student performance on the NYSESLAT has indicated that students follow typical second language acquisition patterns developing quicker in the areas of listening and speaking with reading and writing taking longer to become proficient. Our students often fall in lower proficiency bands due to lower performance in either reading or writing. Looking at the overall performance of our students on the 2013 NYSESLAT it is evident that great strides were made in second language acquisition. Review of the 2014 NYSESLAT performance school wide shows that the majority of the studnets moved from beginners (previous levels) requiring 360 minutes of service to expanding & transitioning requiring 180 minutes of service. NYSITELL performance of Kindergarten indicates that students are entering school with emerging

English Language skill. The majority of first grade students fall within the emerging and transitioning levels. By second grade we are seeing more transitioning and commanding students. This also is the case in grades three through five.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We have begun to look at the data from the AMAO tool however, much of the information does not populate.

4. 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?

The majority of growth is seen in speaking and listening for beginner and intermediate students. As students progress in proficiency, there are more gains in reading than writing. These trends hold true for all grade levels. Students with disabilities tend to make lesser gains as indicated by the data. There is a statistically insignificant number of students who test in their Native Language therefore, there is insufficient data.

- Teacher review children's performance on the ELL periodic assessment and based on a skills analysis, instruction is targeted, groups differentiated and instruction redirected. Additional support is provided to increase comprehension skills.
- We are able to determine from the ELL periodic assessments that students have difficulty with grade level vocabulary which negatively impacts their comprehension skills. With this information we are able to plan instruction and interventions accordingly. Cognates and bilingual dictionaries are used as well as visual representation via the use of technology to enhance instruction to meet the need of our children.

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.](#)]

Benchmark assessments for initial placement into groups is done using the Fountas and Pinell Benchmark Assessment System. After benchmarks have been performed the teacher progress monitor through the use of running records and reading conferencing to assess student progress, modify student grouping and inform instruction. This is done until the next benchmark window opens. Similar procedures are done with math instruction as well. Teachers give a beginning of year assessment and perform progress monitoring as well as end of unit assessments to determine student needs. Teachers use in classroom progress checks to assess student progress. Utilizing this data they then group students into the various Tiers of RtI. Teachers continuously monitor student progress and scaffold instruction based on student need. ELL's have the benefit of the ENL teacher in their classroom to allow for the provision of Tier I instruction in a smaller student to teacher ratio as well Tier II intervention where needed. Students are also discussed at the RtI team meetings to determine additional RtI services if necessary as well as to provide teachers with additional strategies to benefit the instruction of ELL's in the classroom.

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

We use the data from assessments and state exams to determine the progression students are making in levels of proficiency as well as growth made within the various modalities. In the classroom we look to see how students are progressing towards achieving grade level competency. Students are also monitored for the extent to which they interact with peers and the school community involvement. The number of years in a U.S. school system is taken into consideration as it would relate to second language development as well as cultural beliefs regarding school and second language acquisition.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- 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).

During Inquiry periods and common planning time we evaluate all pertinent data to determine what gaps may need addressing during instruction. Benchmark assessments and in class progress checks are analyzed as are end of unit assessments and performance tasks across all academic areas. Teachers also analyze the previous years State Assessment Results to guide instruction for ELLs. ELL-SWD students' IEP's are analyzed and referred to ensure that their goals are being addressed and progress is being made. All changes to services and instruction are made accordingly to the individual needs of the students. As a school we look at the progress made as a whole as well as across the various modalities on the NYSESLAT to determine the effectiveness of the ENL program. Our ELL's typically perform well in the area of math meeting the AYP however, in ELA while progress is being made the AYP's are met through the Safety Harbor of the Science test.

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.
Upon registration, if there is another language other than English indicated, a member of the LEP Identification Team is notified and the the parent and child are interviewed and assisted in the completion of the HLIS. The team consists of 3 ENL teachers as well as 2 Bilingual Teachers of whom 4 speak Spanish. If the interview results in the determination that administration of the NYSITELL and/or Spanish LAB-R formal initial assessments are required, they are administered to the student by one of the team members to determine eligibility and instructional level. Based on the outcome of this assessment, parents are informed of their child’s eligibility and invited to view the parent information video and view the programs in the school to select a program. Once the parent has done so students are placed into an appropriate level and program of instruction. Annually, students are administered the NYSESLAT and based on their performance, they are programmed according to eligibility
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 registration, parents are asked to provide any documentation regarding student enrollment in school. Documents are reviewed and both the parent and child are interviewed. The student is then given an informal assessments to assess reading, writing and math skills in English and their native language if available. The NYSITELL results are analyzed as well as Spanish Lab scores if administered.
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).
Newly enrolled students with IEPs follow the same enrollment process as their non-disabled peers, and the identification process takes place within the first ten days of enrollment, with the addition of a review of evaluations and the IEP by both the bilingual psychologist, and bilingual IEP teacher. Within 20 days administration along with the parent, IEP Teacher and bilingual Psychologist discuss all pertinent information provided through a review of evaluations, IEP as well as parent and student interviews to determine if the nature of the student’s disability is the determining factor affecting whether the student can demonstrate proficiency in English.
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.
Within 5 days of testing letters are sent home, in the parents’ language of preference, by the ENL teachers to entitled students with their invitation to attend Parent Orientation. At that time, Parent Surveys are completed and collected after all information has been disseminated. All collected documentation is copied and originals are placed in cumulative files and copies are kept in the office in a binder.
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 during the parent orientation, by the ENL teachers that they have the right to appeal the ELL status within 45 days of enrollment. Letters are also sent out within the first 10 days of enrollment informing parents of their child’s placement and ELL status as well as with their right to appeal the decision. All information is disseminated in the parents’ language of preference. All information is filed in binders kept in the office for record keeping.
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.
The LAP Team, consisting of 3 ENL teachers and 2 Bilingual Teachers invites parents to a workshop in which they are presented with the various programs available for their children through an informational video provided by the New York City Department of Education in their preferred language. The formal workshop takes place within 10 days of the the start of school. Ongoing informational sessions are provided within 10 days of new student enrollment throughout the school year. Brochures are available as are classroom visitations to see actual programs in place. Letters and calls are made to parents by the parent coordinator to ensure that every opportunity has been made available for them to understand the programs and their rights. Should there be a change in availability of selected programs parents are notified via school letter letting them know. If unable to obtain the required paperwork the default choice of program is Transitional Bilingual Education.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Letters are sent home in the parents’ preferred language, by the ENL teachers to entitled students with their invitation to attend Parent Orientation. At that time, Parent Surveys are completed and collected after all information has been disseminated. All collected documentation is copied and originals are placed in cumulative files and copies are kept in the office in a binder. If unable to obtain the required paperwork the default choice of program is Transitional Bilingual Education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
At the beginning of each school year after the identification process and Surveys and Program Selections have been completed a checklist is kept to reflect which student forms have been completed and returned and which ones have not. A weekly review is done by the ENL teacher team in order to update the checklist as necessary as well as to continue parental outreach. If unable to obtain the required paperwork the default choice of program is Transitional Bilingual Education.
9. Describe how your school ensures that placement parent notification letters are distributed.
At the beginning of the year, upon review of NYSESLAT and NYSITELL scores and the determination of initial/continued eligibility parent letters are printed and sent out notifying parents of the student's placement. As with the parent survey and program selection a checklist is created for the placement parent notification letter and the same process is followed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All forms (HLIS, non-entitlement, entitlement and program selection, etc.) are kept in the students' cumulative record folder and copies are kept in a binder in the main office. There is a yearly review to ensure that all paperwork is up to date.
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.
Through use of the RELC, RLAT and the RLAB reports in ATS the ESL teachers and test coordinator ensure that all ELLs are administered the NYSESLAT. The lists are also cross referenced with the ENL teachers' rosters and the class profile spreadsheets that are developed in the school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the year, upon review of NYSESLAT and NYSITELL scores and the determination of initial/continued eligibility parent letters are printed and sent out notifying parents of the students' entitlement eligibility, in which a tear-off is to be returned. As with all other notification letters a checklist is created and the same process for review is followed.
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).
Data analysis, done yearly indicates there is an upward trend in the number of parents selecting ENL as the preferred program choice. Over the past 3 years there has been an increase from 75% to 95 % of parents requesting ENL as their first choice. All programs in the building are aligned with parental request; should a parent request a program that is not presently available in our school they are informed that they have the right to request placement in a school that has this program as well as that should there be a demand of 15 children across two grades a program will be opened to meet the request.

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.
All ELL's are placed in heterogeneous classes. They remain in their grade appropriate classrooms and ENL instruction is delivered via the integrated model. ENL services are provided by three ENL teachers who are each assigned a two grade band. Each ENL teacher collaborates with classroom teachers to supplement and scaffold instruction and curriculum accordingly. We currently do not have a standalone model
 - b. TBE program. *If applicable.*
The TBE program is one for SWD's. The children are in a class with a bilingually certified teacher and bilingual paraprofessional. Students are grouped heterogeneously in terms of language proficiency.
 - 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)?

3 ENL Teachers provide from 180 minutes for advanced ELLS to 360 minutes for Beginner and Intermediate ELLs of mandated instructional time per week. Certified and bilingual licensed staff members provide mandated ESL instruction within the classroom. Teachers use ENL methodology to provide mandated ESL time as per students' levels. Push-in teachers will integrate ENL methodologies into content area lessons as well as ELA.

An administrator will supervise the NYSELAT Test Prep After School Program- the only after school program in session- in order to insure student safety and rigor of instruction.

A bilingually certified special education teacher provides instruction to the TBE class in Kindergarten. The students received between 180 to 360 minutes of ENL instruction and ENL methodologies are integrated into instruction throughout the day. NLA is provided for 25% of the time.

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.

Push-in teachers (ENL, TBE and Classroom/ Cluster teachers) collaborate and ENL teachers use ENL methodology to enhance instruction in content areas. The native language is used in the TBE class to deliver core content material. In both TBE and ENL programs methods used include scaffolding, total physical response, role playing, vocabulary enhancement, cognates, graphic organizers, translation, thematic units, use of spelling dictionaries as well as integration of technology and the Arts.

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

Based on Home Language and NYSELAT proficiency levels students are given access to content area exams in their native language. Translations are made available as necessary. Testing for special services are made based on eligibility/need.

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

Throughout the course of the year ELL's are evaluated in all four modalities as follows: 1) running records to assess reading 2) comprehension tests to assess reading 3) literacy performance tasks to assess reading and writing 4) oral presentations to assess speaking for fluency and listening comprehension. Assessment is ongoing and occurs both formally and informally throughout the course of instruction. Informal assessments occur daily while more formalized progress monitoring takes place every two to three weeks. Performance tasks are administered at the end of the units of instruction.

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) Instructional plan for SIFE: Students' proficiency levels are determined and students are exposed to grade level content at their instructional level. Students are given additional ENL time and given opportunities to express themselves in Native Language.

b) Newcomers: Students will be given survival English skills, peer mediation, explicit instruction in Tier I vocabulary, differentiated instruction and assessment (i.e. oral exams, exams with less writing, math lessons and exams are provided in students native language). Students are automatically enrolled in extended day and after school programs. ENL testing accommodations are implemented.

c) 4-6 yrs.: Students are provided with extra help in targeted skills that are deficient. Specific skills are then targeted and monitored for progress. Based on results, small group instruction is provided. Students may be discussed at PPT meetings to determine if additional services may be needed. The PRIM is utilized and interventions are implemented. Students are enrolled in after school programs. ENL testing accommodations are implemented.

d) Long-term ELLs: Students are provided with extra help in targeted skills that are deficient. Specific skills are then targeted and monitored for progress. Based on results, small group instruction is provided. Students may be discussed at PPT meetings to determine if additional services may be needed. The PRIM is utilized, students are given additional time and are enrolled in after school programs. ENL testing accommodations are implemented. Life skills are also addressed.

e) Former ELLs: Students are provided direct, via integrated instruction ENL services for two years upon passing the NYSELAT. The ENL teachers collaborate with classroom teachers to provide them with ESL methodologies that may assist the students in the classroom. Additionally, former ELLs are provided with ELL testing accommodations for two years past their passing of the NYSELAT. These accommodations include extended time by 50%, and use of bilingual dictionaries.

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.

Students who have not been in the NYS school system for more than 2 years and those whom have requested reidentification undergo new testing to determine eligibility. Within 6 to 12 months of re-identification a review of student

Chart work as well as formal and informal assessments is done to ensure that academic process has not been adversely affected by the re-identification.

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?

All students are programed according to their IEPs. Should a service not be available in the school RSAs are issued to ensure that students have access to their mandated services. Depending on the IEP recommendation students are provided with ENL in the classroom according to their proficiency level. There is a TBE program in Kindergarten. Students mandated for bilingual programs have alternate placement paras assigned to the classroom to assist with instruction throughout the course of the day. Leveled classroom libraries in both languages are made avaiable to all classes. Dual language texts and games are also provided, the Reading Program (Reading Street in K-1, and ReadyGen in 2-5), Math program (Go Math K-5) and Science Program (Science Fusion) contains ELL language intervention kits and ELL activity guides. Guided Reading component of the CORE contains differentiated books for ELL's, Elements of vocabulary is used to develop accelerated language development. Strategies include repetition, redefintion, multisensory appoches and total physical repsonse. All material is scaffolded as needed based on student need.

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

ELL students with disabilities receive a varieyt of services dependent upon need including but not limited to SETTS speech counseling, ICT classes, mainstreaming, inclusion in extra curricular activites, ets. Contingent upon academic need push in services are provided during ELA and Math periods tio support classroom instructiona dn students learning needs. Related service providers utilize pacing calanders to align instruction and therapy to student's needs. Creative scheduling allows for colloabroation, intervention and redirection of instrucion. Services are recommended according to the continuum of services, ELL status does not hinder the appropriate services from being recommended. Students are programmed to have the most exposure to LRE and their non-disabled peers as is appropriate to their need.

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

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



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

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.

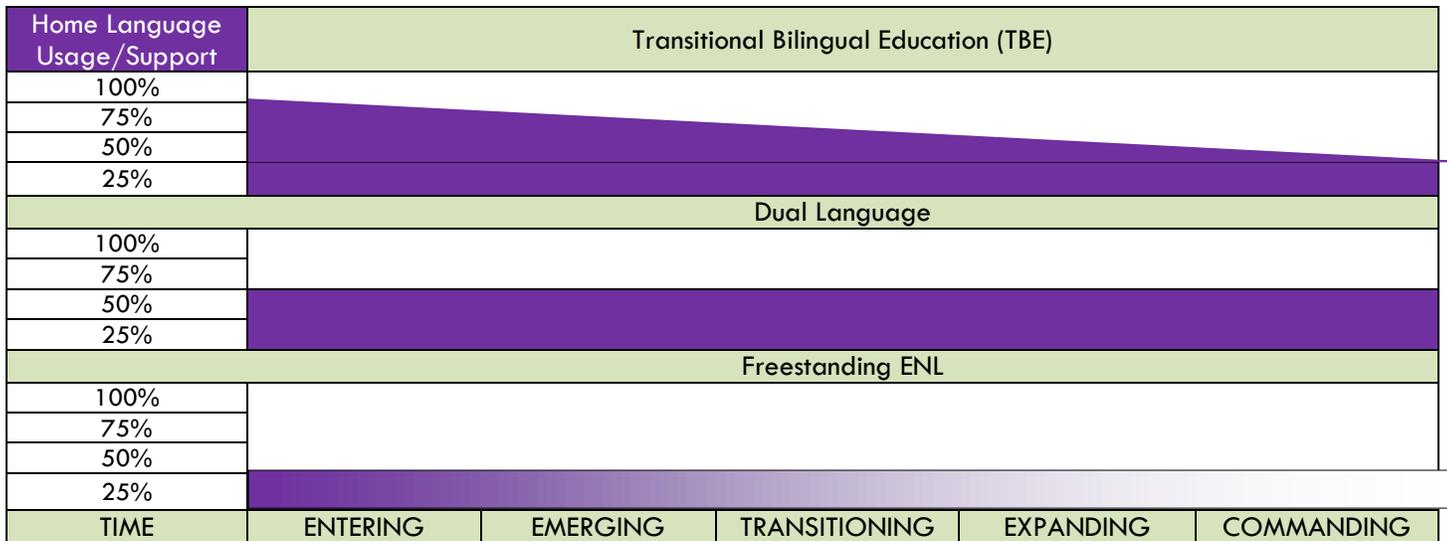


*Note: “other approved services” does not apply to New York City at this time.

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. In grades K & 1 Pearson's Reading Street ELL supports are utilized to support ELA instruction, all materials directly coincide with the phonics, word study and comprehension skills being taught to the entire class. In grades 2-5 ReadyGen ELL Scaffolding Guides are utilized to enhance ELA instruction as well as Earobics (K-3), Foundations (K-2), Fountas and Pinnell Leveled Literacy Intervention (K-5), ReadyGen Word Study (3-5), Wilson (4-5). Math materials in Spanish are used along with Math intervention kits (Go Math), Exploring Math-An Intervention and reinforcement resources. Other resources used for content areas are Theater's Workshop (Social Studies), Houghton Mifflin Harcourt ELL components (Science) All interventions are provided upon students performance on regular in classroom progress checks, performance task and end of unit assessments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Through data analysis it was revealed that ReadyGen on the Kindergarten and First grade levels was not effectively reaching our students as a direct result Pearson's Reading Street was implemented. Preliminary data indicates an increase in reading skills (decoding and comprehension. The use of ReadyGen in grades 2 through 5 has shown that students are developing richer vocabulary and are increasing their comprehension skills, there is also a marked improvement in writing to texts. The data supporting the current Math program indicates that students are doing better in the content area largely due to the continuity of skill instruction and the availability of visual and audio presentations as well as a technology component that allows students to have access to support at home.
12. What new programs or improvements will be considered for the upcoming school year?
In reviewing student performance on both State ELA and NYSESLAT assessments it has been determined that vocabulary development and student schema are areas that need developing. In order to do so NYSESLAT Preparation, Enrichment Through the Arts, NY Cares volunteer Initiative Art, Sports and Culinary Explorers; Research is presently underway to investigate reasearch based ELL technology to utilize within the classroom, the in school Theatre program will be expanded, there will be more arts incorporated into the instructional programming.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded the same opportunities as non ELL students, they are included in all school activites. All program notices and invitations are sent home in Home Language and English. After school programs include art enrichment, Math and ELA Test Prep, and NYSESLAT Test Prep. During the day, selected ELL students participate in a theater club, choral program, dance and art clubs.
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.
Earobics
Help Me 2 Learn , Colorin Colorado, Starfall, National Geographic (Websites)
Podcasting
Jings
Blogging
Foundations
Google Translations
ReadyGen books and scaffolding guides, classroom libraries for Literacy instruction
Go Math materials including manipulative, and technology based materials/support for math
Harcourt Science
Harcourt Social Studies NYC
SmartBoards with Smart NoteBook
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ENL-Native Language Support is provided through use of bilingual dictionaries, use of cognates, multicultural and dual language libraries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Support Services and resources are provided at high interest-low instructional level to keep students motivated and appropriately challenged but not frustrated. Services and resources are provided/used based on students age and academic performance as well as on their grade 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).

Families are invited to a parent orientation in which they and their children tour the school and meet teachers. Kindergarten students are invited to come into school prior to the official first day of school to become familiar with the school and routines in a smaller group than there would be on the first day of school.

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.)
All teachers and school support staff are provided professional development during the 80 minute block on Mondays as well as during scheduled professional days. Teachers are either offered professional development inhouse or are sent to out to relevant professional development sessions structured around instruction of ELLs.
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?
P.S.20 ELL Professional Development Plan

September- Differentiating Instruction for ELLS
Scaffolding Go Math
Introduction to the NYSITELL
October- Supporting ELL's Literacy Development
Vocabulary Development
Building Reading Comprehension through Close Reading
November- Analyzing the ELL Periodic Assessment
Analyzing NYSESLAT Data
December- Scaffolding Instruction for ELLs
Looking at Student Work
January- Scaffolding Social Studies Lessons for ELLS
Scaffolding Science Lessons for ELLS
February- Incorporating Cognates Into Instruction
Using Visuals and The Power of Talk
March- How to Speak to New Language Learners
April- Preparing for NYSESLAT Administration
ELA Test Preparation
State Math test Preparation
May- The Power of Exemplars
Translating for ELL's
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Support to staff for student transition: Teachers attend an Orientation Meeting at Middle School with students; Middle School speakers are invited in prior to the transition; teachers collaborate with Middle School Teachers; data is shared. The guidance counselor meets with the fifth grade teachers and the school secretary regarding middle school applications and assists meetings regarding application processes and options available to all students.
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.
7.5 hrs. of ELL training includes Professional Development items and instruction on the identification process; ELL periodic assessment training; ELL data analysis; intervisitations, instruction on methodologies, strategies and best practices. Participants are issued certificates with the number of hours completed for each Professional Development activity. These certificates are copied and placed in teacher files. Teachers are responsible for maintaining their own records and ensuring that appropriate documentation is provided to the school for placement in their personell files.

C. Parental Involvement

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

Parents are invited up to the school during parent engagement time to discuss progress, assessment results classroom performance and needs. Translation is available via school personnel and the use of the DOE's translation unit.

2. The parent coordinator assists teachers in reaching out to parents for annual meetings/workshops. Teachers and the parent coordinator are responsible for keeping records in regards to parent outreach via logs and parent meetings are indicated on the cumulative record.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL Parents are integrated into all aspects of school life including the PTA and School Leadership Team. Parent workshops are held once or twice a week. Special events such as Family Literacy Night, Family ART Night, Family Math Night, etc. are planned. Classes in ENL are provided for parents as well as GED classes. Parent Volunteers are trained through programs such as Learning Leaders and assist and volunteer at school. Our Parent Coordinator schedules family trips to various cultural institutions, museums and performances on weekends. Events are planned by ENL providers, Parent Coordinators, Administrators and Teachers and information is provided in both English and Parent Home Language. Translation is available in the school via the parent coordinator and other school staff
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Project Hospitality, The Department of Parks and Recreation, New York Cares, The Food Bank of New York, El Centro, The Port Richmond Health Clinic, The New York Public Library, The College of Staten Island, Wagner College, The NYPD, the New York Fire Department, the Jewish Community Center and Health Plus. Speakers are invited to present at PTA Meetings and various workshops. Family Cookshop is a program for Adults aligned with the student Cookshop Program at the school and facilitated through the New York Food Bank. Translation is available in the school via the parent coordinator and other school staff. All partnered organizations are also aware of the need for translation services and provide them when available as well.
5. How do you evaluate the needs of the parents?
Parental Needs Analyses are conducted through Parent Surveys developed by the Parent Coordinator and the Bilingual /ENL Team, The Environmental Learning Survey; an open door policy with administration and staff that encourages inquiry and collaboration; availability of a bilingual Parent Coordinator who coordinates Parent Outreach; parental input at PTA Meetings and School Leadership Team Meetings. All written communication is delivered in Spanish and English; all meetings are conducted in both languages. On site staff members are called upon for Spanish and Arabic translation as needed.
6. How do your parental involvement activities address the needs of the parents?
Parent Workshops are held about twice a week and are a direct result of the needs assessment administered. Workshops include such topics as Health Issues, Special Education Services, Access to ARIS/Parent Portal, Discipline, How to Get Involved in Your Child's Education, Financial Literacy, Immigration, Citizenship, Bullying, Homework Help, Shopping Wisely, Educational Standards, Understanding Student Report Cards, How to Get the Most Out of Parent Teacher Conferences, etc. Parent Activities include Family Art Night, Family Literacy Night, Adult GED Classes, Adult ENL Classes. Parents are encouraged to take part in the Parent Teacher Association as well as the School Leadership Team.

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.

As a school we provide a multitude of opportunities for our students and parents that they otherwise might not experience; activities include but are not limited to attending performances, visiting cultural institutions and museums throughout the city; participating in visual art, music and drama programs; swim instruction for students; participation in Barnes and Noble's My Own Book program, participating in school spirit activities and parent and student leadership programs. These activities enhance student's background knowledge, vocabulary and motivation which enable them to make real world connections to a variety of content areas. It also helps to build a sense of community which therefore promotes a sense of empowerment and ownership. An increase of bilingual staff has assisted in

improving positive communication between school and home which has led to a greater sense of community. The involvement of parents of ELL's has increased dramatically over the past few years, thereby placing an emphasis on the importance and value of education.

School Name: P.S. 20

School DBN: 31R020

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)
Marie A. Munoz	Principal		10/29/15
Annette Steenwerth	Assistant Principal		10/29/15
Nolvia Cartegena	Parent Coordinator		10/29/15
Lupe Walowitz	ENL/Bilingual Teacher		10/29/15
Yolanda Marin	Parent		10/29/15
Cynthia Rodriguez	Teacher/Subject Area		10/29/15
Ilduara Figueroa	Teacher/Subject Area		10/29/15
Sharlene Velez	Coach		10/29/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Kelly Dixon	Other <u>ENL Teacher</u>		10/29/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31R020

**School Name: The Christy J Cugini Port Richmond
Superintendent: Anthony Lodico**

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.

Upon registration parents are given the HLIS to fill out and indicate their written and oral language preferences. Additionally, during the Fall and Spring Parent Teacher Conferences teachers confirm language preferences and updates are made in ATS accordingly. All classroom teachers are provided with the relevant ATS reports indicating parent language preference.

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.

Spanish, English, Arabic and American Sign Language

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.)

Student & Parent Handbook (September), monthly newsletters, Parent Teacher Conferences (September, November, March and May), Half Day notifications (September, November, March and June), School Closing information (Scheduled holidays and Professional Development dates in November and May), School Calendar (September), PTA meeting dates (monthly), Picture Day notice (October), Promotion In Doubt Letters (February and June), Student of the Month Letters (monthly),

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.

Back to School Night (September), Parent Teacher Conferences (November, March and May) Family Art Night (December)
The attendance teacher and guidance counsleors make out reach attempts when necessary. Teachers will also meet with parents on Tuesday afternoons during Parent Engagement time.

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.

Per session funding is used to compensate experienced bilingual staff members to be freed and tranlate written material in a timely fashion.

A Bilingual Secretary is used to translate written communication into Spanish.

Bilingual Parent Learning Leaders are used to help translate written material.

All documentation requiring translation is provided for translation a week prior to the date in which documentation needs to be sent out in order to ensure timely distribution of translated letters.

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.

Bilingual personnel within the building are utilized to interpret as necessary. We have personnel fluent in Spanish, Arabic and American Sign Language. Should any of these individuals not be available the over-the-phone Translation and Interpretation Unit is called.

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.)

At the beginning of each year the teachers are provided with instruction and guidance as to the use of the services available to provide translation and interpretation as well as documents to assist them throughout the year (Language Palm Card, Language ID card and T&I 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

Parents are made aware that translation and interpretation services are available via the posting of Welcome poster, distribution of the Parents' Bill of Rights.

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)

Use of parent needs assessments as well as parent feedback on the School Environment survey will be used to gather feed back from parents on the quality and availability of services.