



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

10X020

School Name:

P.S. 20 P.O. GEORGE J. WERDAN III

Principal:

JOAN RILEY

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Section 1: School Information Page

School Information

School Name: PS/MS 20 School Number (DBN): 10X020
Grades Served: ELEMENTARY/MIDDLE – PRE K - 8
School Address: 3050 WEBSTER AVENUE, BRONX, NY 10467
Phone Number: 718-515-9370 Fax: 718-515-9378
School Contact Person: JOAN RILEY Email Address: JRILEY3@SCHOOLS.NYC.GOV
Principal: JOAN RILEY
UFT Chapter Leader: RICHARD GARTNER
Parents' Association President: SANDRA HIDALGO
SLT Chairperson: BLANCHE CUEVAS
Title I Parent Representative (or
Parent Advisory Council
Chairperson): MARIBEL RAMOS
Student Representative(s): N/A

District Information

District: 10 Superintendent: MELODIE MASHEL
Superintendent's Office Address: ONE FORDHAM PLAZA, BRONX, NY 10458< Room 836
Superintendent's Email Address: MMASHEL@SCHOOLS.NYC.GOV
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: BRONX Director: JOSE RUIZ
1230 ZEREGA AVENUE, BX, NY 10462 / ONE FORDHAM PLAZA, BX,
Director's Office Address: NY 10458
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV
Phone Number: 718-828-7776 / 718—741-8895 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
JOAN RILEY	*Principal or Designee	
RICHARD GARTNER	*UFT Chapter Leader or Designee	
SANDRA HIDALGO	*PA/PTA President or Designated Co-President	
ROSA ROSADO	DC 37 Representative (staff), if applicable	
MARIBEL RAMOS	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
VACANCY	Member/UFT	
CAROL PENNA	Member/ UFT	
SHARON REIFER	Member/ UFT	
GAIL GIORDANO	Member/ UFT	
BLANCHE CUEVAS	Member/ CSA	
JINAT HASINAT	Member/ PARENT	
SAMIRAH ALBADANI	Member/ PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
FERDOUS FARHANA	MEMBER/PARENT	
	Member/	
SABIA BEGUM	MEMBER/PARENT	
ELMER PHILLIPS	MEMBER/PARENT	
MILAGROS RODRIGUEZ	MEMBER/PARENT	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

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

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

MISSION STATEMENT

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

STRATEGIC COLLABORATION AND PARTNERSHIPS

Our school culture has embraced the Positive Behavior Implementation System to promote the social-emotional and intellectual progress of all of our students. PS/MS 20 has established many partnerships in a continued effort to provide excellent and rigorous teaching and learning: TMI (Teaching Matters) has applied for and received an Astor Grant. This Astor Grant has enabled us to apply for and be accepted in a research based foundational reading strategies and skills that will impact our students' achievement and growth in all of the following Common Core Learning Standards: listening, speaking, reading and writing. This partnership is a significant commitment to providing job embedded professional development (coaching each week), progress monitoring of students' reading levels and detailed tracking of student reading progress using research based assessment tools. We also have partnered with The Middle School Quality Initiative (MSQI). The MSQI 5 pillar literacy framework is based on the *Reading Next Research* describing both the instructional and structural necessities for the improvement of adolescent literacy. This partnership again supports our instructional focus. The Office of Effective Teaching, Consultants from Houghton-Mifflin (Journeys) and STAR Renaissance Learning (Math). The STAR Renaissance Learning Math is a partnership that we have established to provide reliable and valid data and resources regarding our students' understandings in Math as well as our ability to progress monitor their achievements throughout the school year. The STAR Renaissance Learning (Math) enables us to remediate and accelerate to match students' needs and provide rigorous and engaging instruction that again supports our school focus to improve student achievement through high quality instruction aligned to the CCLS. The American Institute for Research (RTI) - This partnership provides professional development under opportunities for us to understand and then turnkey how to implement data based decision making into daily routines and procedures. The ultimate goal to this partnership is it strengthen our core instruction and identify and serve students in tiers 1-3 and in particular support our decision making for students with disabilities. This parntership enhances our ability to provide rigorous engaging and meaningful entry points for all of our students.

We are partnered with the SONYC After-School program for Middle School which supports, develops and enhances our learning experiences that support our students' social and emotional development as well as their interest in technology, drama, arts and activities that correlate to STEM. Our COMPASS CBO after school program for our K-5 students which also emphasizes our students' social, emotional and intellectual growth by providing physical education activities, trips within

the five boroughs that allow our students to experience in a positive way exhibits and events that are sponsored throughout the boroughs. In addition the COMPASS program provides opportunities for the students to engage in dramatic arts and music as well as supervised small group study and homework practice. We are partnered with the New York Runners Mighty-Milers Club (grade 5) and this too supports our students' social, emotional and athletic development and provides them with training in a life-long skill. Our partnership with CHAMPS has supported the development with a girls' MS Volleyball team that will be competitive and participate in a Volleyball league a boys' competitive basketball team and a Soccer clinic for boys and girls in the middle school. We are partnered with Ramapo for Children to promote positive behavior and foster a climate focused on learning. The professional development is through workshops, coaching and feedback that is designed to promote relationships and role modeling in the classroom, clear expectations, structures and routines and the ability to adapt learning experiences to meet individual needs. We are also partnered with Write Across America. This pilot software program is designed to help students organize their writing and develop their thoughts. The students receive immediate feedback designed to engage and motivate. We are also partnered with Boy Scouts of America (BSA), to develop our students' social and emotional abilities to work in small groups with the purpose of learning how to function independently and become aware of nature and their environment and develop the concepts of citizenship. We are also partnered with Fordham University America Reads & Counts Challenge (ARCC) in which university students come to PS/MS 20s campus to either individually tutor students of needs or work with small groups during the day to reinforce targeted learning goals.

Analysis of the 2015 NYS Assessment results revealed the following:

ELA

In 2015, 15.2% of students in grades 3-8 met proficiency standards in ELA, down from 17% in 2014.

Grades 3-5:

- All students - 10.7% met proficiency standards, a decrease of 6.8% from 2014
- ELL students - 0% met proficiency, and continue to struggle with meeting standards in ELA; 6.9% of Former ELLs met proficiency; in 2014 19.4% met proficiency
- Ethnicities – the number of Asians was statistically insignificant to make an analysis; 6.7% of Blacks, 10.6% of Hispanics, although these students in grades 3 and 5 had increases in overall results; and 13.2% of Whites met proficiency standards. However, all groups declined in the percentage of proficiency from 2014
- SWD – 1.9% met proficiency, down from 6.6% in 2014
- Gender – 13.9% of girls and 7.7% of boys met proficiency, however both groups declined in the number of proficient students from 2014

Grades 6-8:

- All students – 22.5% met proficiency standards, an increase of 5.8% from 2014. The number of proficient students increased by 5.3% in 6th grade and 12.5% in 8th grade
- ELL students - 0% met proficiency, and continue to struggle with meeting standards in ELA
- Ethnicities – the numbers for Asians and Blacks were statistically insignificant to make an analysis; 18% of Hispanics, an increase of 2.3% from 2014; and 47% of Whites in grades 6 & 7 met proficiency standards.
- Gender – 29% of girls and 18.9% of boys met proficiency; both groups in grades 6-8 showed considerable gains in the number of proficient students in ELA from 2014
- SWD – 3% of students in grades 6-8 met proficiency

Math

In 2015, 17.8% of students in grades 3-8 met proficiency standards in ELA, down from 21.8% in 2014.

Grades 3-5:

- All students – 17.2% met proficiency standards, a decrease of 4.4% from 2014
- ELL students – 2.3% met proficiency, a decrease of 2.2% from 2014; 15% of Former ELLs met proficiency, down from 33.8% in 2014
- Ethnicities – the number of Asians in grades 4 and 5 were statistically insignificant to make an analysis; however, 28.6% in grade 3 met proficiency; the percent of Blacks who met proficiency increased by 4.5% to 12.8% overall; 15.6% of Hispanics met proficiency; and 18% of Whites met proficiency standards.
- SWD – 5.3% met proficiency, down from 6.6% in 2014
- Gender – 15.2% of girls and 19.2% of boys met proficiency, however both groups declined in the number of proficient students from 2014

Grades 6-8:

- All students – 19.6% met proficiency standards, a decrease of 21.8% from 2014
- ELL students – 2.9% met proficiency; of the 34 ELL students who took the test, 1 student met proficiency, 11% of Former ELLs met proficiency, which kept pace with 2014
- Ethnicities – the numbers for Asians and Blacks were statistically insignificant to make an analysis; 13.7% of Hispanics, a decrease of 7.4% from 2014; and 43% of Whites in grades 6 & 7 met proficiency standards
- Gender – 22.2% of girls and 16.7% of boys met proficiency; girls increased by 4.6% and boys decreased by 1%
- SWD – 6% of students in grades 6-8 met proficiency

NYSESLAT

Although there was a change in the delivery and scoring of the NYSESLAT, overall results show a decline in the percent of students meeting proficiency and attaining the advanced level. The number of students at the Commanding level was 19%, a decline of 7.7%.

SPECIAL STUDENT POPULATIONS

PS/MS 20 is dedicated to promoting a school-wide equity, equality, dignity and respect for all, recognizing the goals, and contributions, of individual students, teachers and staff members. We believe that all of our students can achieve and expect that all of our students will achieve. Our student population is diverse; our ethnic diversity represents 21 international languages. We have a large (SWD) Student With Disability population across our grades Pre-K-8. We have initiated flexible programming and the articulation of integrated collaborative teaching (ICT classes on each grade); 12:1:1 classes where additional support is provided. Identified students in grades K-8 receive SETTS, OT, PT and Speech services throughout the day in both pull out and push in models. We have also programmed general ed, special ed and ELL learners to have content area specialists for Math and ELA in all grades 3-8 to close achievement gaps and promote increased student achievement in these particular populations. Both our students with disabilities and our ELL students are supported by licensed specialists and ESL certified teachers so that we can implement all state expectations in terms of support services provided. The specific needs of our Special Ed and ELL students are progress monitored. Research driven assessment tools, and the data analysis aligned with these assessments leads to a match of resources and methodologies. In addition, we issue report cards regarding the students' progress towards their IEP goals as well as we have an ELL progress report in all grades, K-8 that corresponds to the following categories: entering, emerging, transitioning and expanding.

To enable our faculty and parents to identify and understand the CCLS that the student has already met and identify the standards that the student is working towards mastery of we are using grade specific standards to articulate grade appropriate expectations for all IEP students and we are also issuing progress reports that inform the student and the parent in measurable ways as to whether or not the standards have been met and how the progress will be measured and the progress is measured using a combination of standardized tests, formative tests, teacher observation, etc. and these reports are issued each report card quarter.

Identification of needs:

PS/MS 20 has a large population of English Language Learners. In order to provide them with quality instruction, meeting their various needs, and ensuring their progress, our learning community had to be creative as it pertains to scheduling and programming. As of September 2015, we have 5 ENL teachers:

- There are three ENL teachers in grades K-2. Each teacher is assigned a grade and within that grade provides instruction to English Language Learners in homogeneous groups.
- There is one ENL teacher in grades 3-5. English Language Learners are grouped heterogeneously and receive ENL instruction in Stand-Alone and Integrated models throughout the day in both Literacy and Mathematics.
- There is one ENL teacher in grades 6-8. English Language Learners are grouped heterogeneously and receive ENL instruction in Stand-Alone and Integrated models throughout the day in both Literacy and Mathematics.

Having 5 ENL teachers allows PS/MS 20 to ensure that the mandated number of instructional minutes are provided according to proficiency levels in the Freestanding ENL program. Because the largest numbers of English Language Learners are in grades K-2, the school ensured that there is one teacher per grade who is able to provide the necessary services to all of the students. It was important to PS/MS 20 to provide instructional support to English Language Learners in grades 3-8 in both testing courses (ELA and Mathematics) therefore we do have teachers in place to teach English as New Language/English Language Arts and Mathematics.

ENL Subgroups and Support:

- There are a number of students at our school currently identified as SIFE. ENL teachers target SIFE students for their Tier 3 small group instruction within their self-contained classes and out of classroom ENL teachers provide them with additional small group and one on one instruction time during the day. Achieve 3000 Internet based program is provided so that these students can work both during the school day and at home on their English language acquisition. Students are also invited to attend Title III Program on Wednesdays and Thursdays from 2:30 to 3:30 as well as Saturday Academy from 9am to 12. Special attention is paid to aligning assessments to the linguistic proficiency of students in order to appropriately monitor students' English language development, as well as, their acquisition of content area knowledge.
- Similarly ENL students, new comers, are targeted for Tier 3 small group instruction 5 times per week within their self-contained classes. Differentiated lessons are adapted to address the needs of these students in terms of their proficiency levels in English with some guided native language support provided whenever possible by the classroom teachers and or alternate language educational assistants.
- For ENLs of 4 to 6 years, during the school day teachers focus on developing content area reading strategies, higher order thinking skills, task specific assessments, varied participation techniques, scaffolding of language development, and on specific content learning strategies.
- ENL students beyond 6 years are also invited to participate in our after school and Saturday literacy and math program with a focus on writing. They are also provided with additional test prep materials specifically tailored to the NYSESLAT. In this way targeted instruction includes NYSESLAT formats.

Instructional Strategies:

Instructional strategies for ELLs in self contained special education classes similarly include:

- simplifying the input (verbal and written instructions), scaffolding of information through the use of graphic organizers, Total Physical Response and Role Play, connections to primary language and cultures through guided native language and through cultural based activities, sufficient "wait time" "think time", sufficient practice and reinforcement activities, ongoing comprehension checks (both oral and written), use of contextual clues, frequent checks for understanding, learning that is learner centered and content driven, accessing students' prior knowledge, building background knowledge, using drawings, photographs, and common objects, categorizing activities, addressing listening, speaking, reading, and writing skills throughout instruction,

repetition, and developing parent partnerships through home school communication of skills in need of additional practice.

Meeting the needs of ELLs with IEPs:

- English Language Learners with special needs are provided scheduling flexibility as per their IEP criteria. For example, an ENL teacher pushes into the Special Education classes to provide these students with ENL services to achieve their IEP goals and attain English proficiency within the least restrictive environment.
- ENL teachers in partnership with Special Education teachers create specifically designed instruction for each special education ELL student according to the specific disabilities indicated in the student's IEP. This includes research based differentiated and intervention strategies along with specific accommodations and modifications of content. Strategies included are as follows: visual supports, repetition, simplifying input (verbal or written instructions), scaffolding, Total Physical Response (TPR), extended time, teaching one concept at a time and allowing sufficient processing time, categorizing activities, sharing instructional methods with parents for home practice, use of drawing, photographs, and common objects, use of technology, use of sensory feedback techniques (tactile letters), clear and explicit instructions and expectations.
- Instructional strategies for ELLs in self contained special education classes similarly include: simplifying the input (verbal and written instructions), scaffolding of information through the use of graphic organizers, Total Physical Response and Role Play, connections to primary language and cultures through guided native language and through cultural based activities, sufficient "wait time" "think time", sufficient practice and reinforcement activities, ongoing comprehension checks (both oral and written), use of contextual clues, frequent checks for understanding, learning that is learner centered and content driven, accessing students' prior knowledge, building background knowledge, using drawings, photographs, and common objects, categorizing activities, addressing listening, speaking, reading, and writing skills throughout instruction, repetition, and developing parent partnerships through home school communication of skills in need of additional practice.
- Students with IEPs in special education classes are provided ENL support in their self contained classes. In addition ELLs in special education classes are pulled out to receive services from our out of classroom ENL teachers to provide these students with exposure time to other ENL students in a less restrictive environment. Flexibility is built into the programming for our out of classroom ENL specialists.

ELEMENTS FOR FRAMEWORKS FOR GREAT SCHOOLS

The elements of the frameworks for great schools in which PS/MS 20 made the most progress are effective school leadership, trust and a supportive environment. PS/MS 20 is committed to working towards the shared goal of improving our student outcomes, and preparing students for success beyond their school years here. This school has established a **supportive environments** and school culture where our students feel safe, supported and challenged by their teachers and peers. The staff, teachers and parents and administrators value one another and **trust** that we are all united in our dedication to excellence for our students.

We have established a tradition at PS/MS 20 of respect and dignity for the art of teaching and to those who teach. We recognize here that the opportunity to collaborate and participate in professional development within a climate of respect and trust is essential to continuous improvement of excellence in our school. To develop **effective school leadership**, we have significantly increased opportunities for teachers to share their practices and learn from one another. We have also provided avenues for leadership roles and we nurture professional growth by example from the administrators in developing and delivering instructional and social and emotional support to drive student achievement. Each of our grades is led by a teacher leader and we have two lead teachers in the building as well. These lead teachers and teacher leaders meet **collaboratively** and vertically throughout the year and our teacher leaders and lead teachers are instrumental in leading and facilitating PLC cycles and determining instructional next steps. Key areas of focus for this school year include continued design of **rigorous instruction** and to consistently outreach to strengthen **strong family-community ties**.

The **Instructional Focus** for our work this year will be on increasing *Student Engagement*.

If teachers improve their ability to design and deliver engaging and carefully crafted curriculum tasks with multiple entry points that require and promote critical thinking and integrate authentic assessment and student self-assessment throughout the lesson then virtually all students will be intellectually engaged in the lesson and student proficiency on ELA and Math state-exams will increase.

2/3. School Strengths, Accomplishments and Challenges

Tenet 2 – School Leader Practices and Decisions

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

Focus Area/Challenges :

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

10X020 School Information Sheet

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

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>3.5 - The school leader currently uses a systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. Our area of focus is to ensure that cohesive, comprehensive, and adaptive CCLS curricula, including units of study, are monitored through formative and summative assessment; student work is progress monitored through a clearly defined portfolio protocol. Our portfolio protocol will include periodic review and analysis of the impact of teacher feedback on the student work housed in the portfolio. Each portfolio will contain a timeline and table of contents detailing the expected work products to be found in each portfolio. When student progress is not evident from this data analysis our resources and methodologies will be revised and then again assessed for impact on student progress as reflected in the Quality Review.</p>		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, the administration of DIBELS will show a 5% decrease in students in Tiers 2 & 3. In other words, 5% of students in Tier 2 will have moved to Tier 1 and 5% of students to in Tier 3 will have moved to Tier 2.

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams develop formative assessments to monitor student mastery of</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Administrators, Lead Teachers, Teachers</p>

standards and analyze data to make adjustments in curricula and unit and lesson plans			
Establish a portfolio system that will use student work to track progress throughout the school year	Teachers	9/15-6/16	Administrators, Lead Teachers, Teachers
Purchase research based programs for progress monitoring, such as DIBELS 3D, Renaissance Learning for Math	STUDENTS PRE K - 8	9/15-6/16	Administrators, Lead Teachers, Teachers
Train teachers for implementing progress monitoring programs	Teachers	9/15-6/16	Administrators, Lead Teachers, Teachers
Host frequent parent workshops and parent teacher conferences so that parents can learn more about their child's education and have access to experts in the field.	Parents	9/15-6/16	Administrators, Parent Coordinator, PA Executive Board, Dean, PBIS Committee Members, Teachers
Provide ELL classes for parents so that they can better support their child's education	ESL Teachers	9/16-6/16	ESL Teachers, Administrators
Increase training opportunities (create school website, use ATS to communicate to families, create flyers and facilitate guided tours of the building) for Parent Coordinator so that she could develop stronger relationships with parents.	Parent Coordinator	9/15-6/16	Administrators
Plan for multiple entry points into the curriculum for all students,	Tier 2, 3 students and/or ELLs and SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Carefully craft questions and scaffold supports and	Tier 1, 2, 3 students, ELLs and SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

extensions for all students to access the curriculum			
Use assessment results to understand student instructional levels in order to plan appropriately	Tier 1, 2, 3 students, ELLs and SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Include authentic checking (not superficial checks) to assess for understanding so that teachers can modify their instruction and/or their lessons	Tier 1, 2, 3 students, ELLs and SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Provide many opportunities for students to take responsibility for their own learning. These opportunities include student self-assessment using rigorous, standards-based rubrics; peer assessment; student-to-student discussions and support; and student presentations with detailed explanations of their own work.	Tier 1, 2, 3 students, ELLs and SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers, Students

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.											
Research driven programs to support progress monitoring Programming for RTI period											
2 Reading Teachers										\$ 222,460	
Professional Development										\$ 15,000	
DIBELS assessments for Grades K-5										\$ 16,500	
Equipment (iPads)										\$ 20,000	
Renaissance Learning STAR math Program										\$ 10,600	
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	P/F Set-aside		21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

There will be a 3% decrease as measured by the DIBELS in Tier 2 and 3 students.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>5.2 -</p> <p>The goal for PS/MS 20 is to focus on the students who are in the lowest 1/3 of each grade to ensure that there will be an increase in the rate of performance on state academic content and achievement standards that will therefore translate into a higher rate of progress. Through the implementation of PBIS, the school community collaborates to develop and use a plan that incorporates protocols and processes to communicate the import roles and contributions of all stakeholders in ensuring appropriate supports are provide to all students. PS/MS 20 has implemented the SWIS to monitor and respond to student social and emotional developmental needs. Our focus will be to work with teachers to continue to establish structures that support the use of data to respond to students’ social and emotional needs to hat students become academically and socially successful.</p> <p>Our Peer Mediation program assists students with peacefully solving conflicts.</p> <p>Middle school students benefit from the Mayor’s Middle School Initiative where they receive a minimum of 2 hours of leadership training weekly focusing on developing traits necessary for college and career readiness.</p> <p>Students participate in technology, robotics, sports, arts, and theatre programs. Students participate in team sports through the CHAMPS program.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of major and minor incidents as measured by the SWIS (State-wide Information System) data capture program, will decrease by 40% through the implementation of a Check-in Check Out intervention program facilitated by the Dean, Guidance Counselor, and members of the School Based Support Team with Tier 2 and Tier 3 students.

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 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Further develop the PBIS accountability system to acknowledge and reinforce respectful, safe and responsible behaviors exhibited by all members of the PS/MS 20 community.</p>	<p>Students Pre K – 8</p>	<p>9/15-6/16</p>	<p>Administrators, Dean, PBIS Committee Members, Teachers, Families</p> <p>Targeted Surveys, SWIS Data</p>
<p>PBIS assemblies to expose students to school goals, tolerance, bullying, and role-playing on how to deal with challenging situations.</p> <p>Dean and guidance counselors will provide</p>	<p>Students Pre K – 8</p>	<p>9/15-6/16</p>	<p>Administrators, Dean, PBIS Committee Members, Teachers, Families, Targeted Surveys, SWIS Data</p>

assemblies on anti-bullying, tolerance, etc.			
Celebrate and acknowledge individual and class achievement for expected behavioral criteria (charts, graphs that are publicly displayed 3x per year)	Students Pre K – 8	9/15-6/16	Administrators, Dean, PBIS Committee Members, Teachers, Families, Newsletters
Continue to have cohorts of teachers trained in TCI and RTI and the use of the SWIS program	Teachers	9/15-6/16	Administrators, Dean, PBIS Committee Members, Teachers, Track increased number of participants
Host frequent parent workshops and parent teacher conferences so that parents can learn more about their child's education and have access to experts in the fields relating to children's social and emotional development.	Parents	9/15-6/16	Administrators, Parent Coordinator, PA Executive Board, Dean, PBIS Committee Members, Teachers
Provide ELL classes for parents so that they can better support their child's education.	ESL Teachers	9/15-6/16	ESL Teachers, Administrators
Increase training opportunities (create school website, use ATS to communicate to families, create flyers and facilitate guided tours of the building) for Parent Coordinator so that she could develop stronger relationships with parents.	Parent Coordinator	9/15-6/16	Administrators
The weekly data analysis meetings re: information captured by SWIS with the expectation that progress and/or lack of progress will be shared and communicated to the faculty via SWIS report from the Dean.	Dean	9/15-6/16	Administrators, Teachers
The creation and maintenance of a bulletin board which displays SWIS data and reflects areas of progress. These areas of	Dean	9/15-6/16	Administrators

progress are identified on the PBIS Schoolwide Matrix.			
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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.

RTI Training for Teachers	\$12,000
Per Session for PBIS Implementation Team (6 members X 15hrs X \$45 per hr)	\$ 4,050
Incentives for Student Programs	\$ 3,000

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	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

Decrease in SWIS referral forms of 20% in Tier 2 and Tier 3 students by February 2016

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The goal for PS/MS 20 is to focus on the students who are in the lowest 1/3 of each grade to ensure that there will be an increase in the rate of performance on state academic content and achievement standards that will therefore translate into a higher rate of progress. Teacher teams and professional learning communities are deeply embedded structures at PS/MS 20 that promote the implementation of the CCLS and the instructional shifts. The school focuses on common formative assessments that provide teachers and students with data to measure progress in meeting standards. We understand at PS/MS 20 the importance of assessment in instructional practice and engage in activities to ensure that assessments are aligned to the curricula and provide data to enable our teachers to make adjustments and modifications to their units of study and their practices.</p> <p>Our Instructional Focus is on increasing the level of student engagement.</p>		
<p>Use of Danielson’s Framework</p> <p>We align teaching practices across the grades to the curricula to reflect a coherent set of beliefs about how students learn using the Danielson Framework to create a common language and consistency of practice across the classrooms. Teachers and administrators provide formative and actionable feedback that align with the competencies articulated in the Danielson’s Framework for teaching and the instructional shifts expressed in CCLS.</p>		

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

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

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers will create common CCLS-aligned rubrics across subjects and grades to assess student work; and will provide opportunities for students to use rubrics for peer and self-assessment to ensure greater student ownership in their learning process.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will develop and norm rubrics for content specific instructional tasks</p>	<p>Students Pre K-8</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>
<p>Teachers observations will generate feedback and ratings against the Danielson rubric on component 3c – Student Engagement</p>	<p>Students Pre K-8</p>	<p>09/15-06/16</p>	<p>Administrators</p>
<p>ESL teachers in grades 3 and 4 for Math and ELA will use the Mastery Connect System to develop standards based assessment in order to monitor student progress in mastering standards based skills and</p>	<p>Students Pre K-8</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>

concepts, including rubrics and rubric data.			
Students will learn to utilize the rubrics to assess their own work products.	Students Pre K-8	09/15-06/16	Administrators, Lead Teachers, Teachers
Engage in structured professional collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Analyze assessment data and student work, to monitor student progress and to make necessary adjustments to the curriculum and instructional tasks, resulting in shared improvements in teacher practice. The teams have implemented a cycle of Professional Learning that begins with data analysis, and moves to identification of research based instructional methodologies that are implemented in the classrooms and evaluated for effectiveness through progress monitoring.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Supporting teachers to use or create assessments, rubrics and grading policies that are aligned with the schools curricula and offer a clear picture of student mastery.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Develop a school wide understanding of the purpose and characteristics of rubrics that are consistent and share the same coherence across the grades.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Assessments will include performance tasks, baseline assessments, benchmark assessments and progress monitoring assessments, all aligned to the curriculum and practices.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

Deepen a school-wide understanding of the purpose of universal screening, formative assessments, and summative assessments as well as the recognition of how to effectively apply the data using research based methodology, resources, and tools of measurement.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Identify measurement tools for analysis which include but are not limited to: DIBELS, DIBELS3D (grades K-5), DRP (Degrees of Reading Power) for grades 3-8, DRA, running records, Wilson Foundations, ELA and Math assessments from previous years (State), NYSITELL, NYSESLAT, NYSAA, Achieve 3000, Renaissance, teacher created summative and formative exams.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Progress monitor and review learning goals approximately every 6 weeks and issue progress reports to parents.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Review the indicators for student performance against the learning experiences provided to the student by the teacher and assess to determine whether or not it would be beneficial to the learner to change or alter either the level of supports that are in place for the student and/or the actual content and structure of the teaching to improve performance.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Embed checks for understanding in daily lessons. Students self-assess their needs and are aware of their next learning steps.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

Ensure that students are flexibly grouped based on assessment needs.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Engage in a process to develop a school wide rubric that corresponds to NYS established levels of competencies; that embed the language of the CCLS into the individual cells and teacher feedback and actionable next steps. The school wide understanding is that level 3 indicates proficiency.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Develop or identify common assessments to create an understanding of student progress towards benchmark goals and plans for differentiated entry for SWD's and ELLS.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Develop progress reports/report cards for ELL students that reflect the proficiency levels identified by WIDA. (World - Class Instructional Design and Assessment)	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Schedule common planning sessions for teachers to discuss and analyze data to insure that best practices are shared and communicated to impact student progress.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Design instruction and resources to match student needs.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Ensure that goals set by the students and teachers provide increased responsibility and accountability	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Teachers plan multiple ways to teach a concept such as using visuals, manipulatives, technology, scaffolding questions, problem solving	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

checklists and different levels of text.			
We must consistently provide multiple entry points into the curriculum for all students	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Our carefully crafted questions and scaffolds provide supports and extensions for all students to access the curriculum	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Assessment results are critical to understanding student instructional levels in order to plan appropriately for their engagement	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Assessments must include authentic checking (not superficial checks) for understanding so that teachers can modify their instruction and/or their lessons to ensure that all students understand what's being taught;	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
We must provide many opportunities for students to take responsibility for their own learning. These opportunities include student self-assessment using rigorous, standards-based rubrics; peer assessment; student-to-student discussions and support; and student presentations with detailed explanations of their own work.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Align work so that collaborative teams and professional development opportunities are framed to intersect with the Danielson Framework for each rubric.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
We focus on Danielson Framework 3b, 3c, and 3d in order ensure that the reasoning used by the	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

students in discussion indicates high levels of student participation and questions that are formulated both by the teacher and the students reflect full engagement.			
Conduct observation feedback sessions that are characterized by a review of the Danielson Rubric to identify areas for improvement and next steps for teachers, with an emphasis on Domain Three.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Implement professional learning sessions to deepen teachers' understanding of Domains One and Four enabling the teachers to develop and identify artifacts that are effective and or highly effective which promotes teacher reflection and knowledge of content resources and students.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Hold vertical team meetings in content areas to review curriculum for revision and to inform team members of the long term learning targets for the grades. As a result the teachers are contributing to the school-wide expectations of ongoing professional learning.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Convene grade level meetings to discuss and plan curriculum units of study, etc. that rely on effective teacher practices as defined by the Danielson rubric.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Utilize effective teaching coach to work with identified teachers in grades 3, 4, and 5 to support the implementation of literacy and mathematics relating all	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

practices to the Danielson components.			
Provide opportunities for Special Education teachers to attend workshops relating to classroom management as facilitated by Ramapo for Children in both ICT models of inclusion as well as self contained models for Special Education students and Special Education teachers for appropriate instruction (Domain 3) and for effective management of classroom procedures (2c)	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Have Lead Teachers work with teachers in grades K-8 to support the implementation of effective teaching practices in literacy and mathematics and to ensure that instructional shifts are incorporated into all units of study and lessons implemented.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Observe teachers using the Danielson's Framework for Teaching along with the analysis of learning outcomes to evaluate instructional practices and implement strategies that implement professional growth and reflection.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Identify resources, professional development and mentors to support improvement	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Inclusion of discussions in the classroom that are characterized by the demonstration by students of higher order thinking strategies and skills.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Structures within the classroom learning experiences expect and provide opportunities for	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

students to take ownership of their learning.			
Planning, and developing a hierarchy of questions that allow multiple entry points into the discussion.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
The analysis of data to identify student strengths and areas of improvement to be aware of the potential learning misconceptions and to provide learners with experiences that develop pre-requisite skills.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Using data to group students both heterogeneously and homogeneously to promote learning	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Universally screen for reading levels to provide the appropriately leveled text for independent and guided learning.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Universally screen for mathematics instructional strengths and areas of need.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Progress monitoring within the lesson and within a unit of student that includes authentic checking for understanding.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Units of study include assessments, rubrics and tools of measure for students to assess their own learning.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
ESL students and SWD students are provided with multiple entry points and high quality supports and extensions, through such structures and devices as teacher-directed small group instruction, one-to-one student instruction, partner learning, use of concrete materials, etc.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Provide training and professional development	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

on quality of IEP development including the integration of CCLS as a result staff will be able to use student work to inform PLOPs and insure considerations for all major subjects with general education input and teacher voice			
Support all teachers in implementing CCLS aligned IEP recommendations and instructional strategies as result the staff meets as an interdisciplinary team to collaboratively develop strategies and recommendations.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
RTI is a three tiered system in grades K-8. Each tier receives appropriately leveled support or enrichment activities to ensure improving outcomes in ELA for all students. Through RTI we ensure that students develop the skills needed to access instruction in the regular classroom.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Tier 1 activities provide for differentiated instruction within the regular classroom.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Assessments include: Screening 3 times a year and progress monitoring to make adjustments to the flexible groups and to modify lessons/instruction to meet the needs of all students.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Tier 2 Instruction is provided through re-grouping at-risk students into small, homogeneous groups for remedial instruction to address their areas of need.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Assessments include: Screening 3 times a year and progress monitoring.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers

Tier 3 interventions are designed for students who have not responded to primary or secondary intervention and are intensive and provided in small groups.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Assessments include: Screening 3 times a year and progress monitoring.	Tier 1, 2, 3 Students, ELLs, SWDs	9/15-6/16	Administrators, Lead Teachers, Teachers
Host frequent parent workshops and parent teacher conferences so that parents can learn more about their child's education and have access to experts in the field. These workshops will pertain to academic rigor expectations across the content areas as well as orientation to State ELA and Mathematics tests.	Parents	9/15-6/16	Administrators, Parent Coordinator, PA Executive Board, Dean, PBIS Committee Members, Teachers
Provide ELL classes for parents so that they can better support their child's education.	ESL Teachers	9/15-6/16	Administrators, ESL Teachers
Increase training opportunities (create school website, use ATS to communicate to families, create flyers and facilitate guided tours of the building) for Parent Coordinator so that she could develop stronger relationships with parents.	Parent Coordinator	9/15-6/16	Administrators
PLC – (Professional Learning Communities) - Teachers collaboratively plan and facilitate weekly PLC meetings following the inquiry model focusing on learning targets that align with the CCLS, the instructional shifts and Danielson Framework for Teaching.	Tier 1, 2, 3 Students, ELLs, SWDs	09/15-6/16	Administrators

Part 4 – Budget and Resource Alignment

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

Per Session for New Teachers (8 teachers X 4 hrs per mo. X 8 mo X \$53 per hr)	\$ 13,600
Per Session for Teacher Mentors (2 X 4 hrs per mo. X 8 months X \$ 53 per hr)	\$ 3,400
Per Session for Teacher Leaders (8 teachers. X 3hr per mo X 8 mo X \$ 53 per hr)	\$ 10,200
Salary Differential for Peer Collaborative Teachers (1 – ELA 1 – Math)	\$ 25,000

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	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

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

By February 2016, as a result of teacher feedback that aligns to CCLS rubrics, 3% of our lowest 1/3 students will move to Tier 2 .

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Areas for Improvement</p> <p>As cited before, the goal for PS/MS 20 is to focus on the students who are on the lowest 1/3 in each grade to ensure that there will be an increase in the rate of performance on State academic content and achievement standards that will therefore translate into a higher rate of progress.</p> <p>Structures to support distributive leadership</p> <p>The administrative team has been reorganized to reflect content area supervision instead of grade level assignments. (e.g. ELA/Social Studies and Mathematics/Science) As a result of this decision, assistant principals are focused on the delivery of the CCLS standards in specific content areas to support the ability to provide feedback and support that enables more effective teaching.</p>		

We align teaching practices across the grades to the curricula to reflect a coherent set of beliefs about how students learn using the Danielson Framework to create a common language and consistency of practice across the classrooms. Teachers and administrators provide formative and actionable feedback that aligns with the competencies articulated in the Danielson Framework for teaching and the instructional shifts expressed in CCLS. Our focus will be to continually review and access evidence based systems that we use to improve individual and schoolwide practices consistently addressing the lowest one-third.

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

Part 2 – Annual Goal

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the instructional cabinet will improve their level of targeted feedback to teachers with a focus in component 3b, 3c, & 3d resulting in a 25% increase in the number of teachers scoring Effective and Highly Effective on the Danielson Rubric.

Part 3 – Action Plan

<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators and Lead Teachers will calibrate observations to ensure consistency of actionable feedback.</p>	<p>Teachers</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>
<p>Teachers along with administrators will norm their expectations for effective and highly effective delivery of lessons.</p>	<p>Teachers</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>
<p>Lead Teachers provide modeling, collaboration and feedback regarding the 3b,3c, and 3d components</p>	<p>Teachers</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>
<p>Administrators will observe, collaboratively plan and provide feedback to targeted teachers an and</p>	<p>Teachers</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>

provide feedback to targeted teachers			
Two Lead Teachers at PS MS 20 teach for a portion of the school day and then work with individual teachers and grade teams to collaboratively support the development of curricula revisions, assessments, rubrics and checklists, units of study and lesson plans. In addition, lead teachers' model and provide peer feedback aligned to the Danielson Framework to support professional development and to mentor teachers.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Teacher Leaders at PS/MS 20 are lead grade level content area teams. They assume a wide range of roles to support school and student success. These are catalysts for learning who help to shape the culture of the school, improve students' learning and influence among peers.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
PLC - Professional Learning Communities are regularly schedule for Monday afternoons for 80 minutes. The Inquiry model is followed for these meetings; they are teacher facilitated and collaboratively planned and implemented. The teacher's work focused on learning targets that align with the CCLS, the instructional shifts and Danielson Framework for Teaching as articulated in the Danielson rubric.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Common Preps – Each grade level team is afforded a minimum one common collaborative planning per week.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers

Our Bronx Borough Field Support Center (BSFC), the Middle School Quality Initiative , and the Office of Effective Teaching , the Astor Grant consultants and the publishing company of STAR Renaissance provides coaching and mentoring support to build stronger structures in our teacher teams, to build capacity and drive instruction specific to our needs.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Created a culture of expectation for shared leadership in acquisition of teaching strategies and skills articulated in Danielson Framework for Teaching through Teacher Leaders and workshops and intra-visitations.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Created a culture for learning with the expectation that learning and reflection is everyone's responsibility.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Align work so that collaborative teams and professional development opportunities are framed to intersect with the Danielson Framework for each rubric.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
We focus on Danielson Framework 3b, 3c, and 3d in order ensure that the reasoning used by the students in discussion indicates high levels of student participation and questions that are formulated both by the teacher and the students reflect full engagement.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Conduct observation feedback sessions that are characterized by a review of the Danielson Rubric to identify areas for improvement and next steps	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers

for teachers, with an emphasis on Domain Three.			
Implement professional learning sessions to deepen teachers' understanding of Domains One and Four enabling the teachers to develop and identify artifacts that are effective and or highly effective which promotes teacher reflection and knowledge of content resources and students.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Hold vertical team meetings in content areas to review curriculum for revision and to inform team members of the long term learning targets for the grades. As a result the teachers are contributing to the school-wide expectations of ongoing professional learning.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Convene grade level meetings to discuss and plan curriculum units of study, etc. that rely on effective teacher practices as defined by the Danielson rubric.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Utilize TMI coaches to work with vertical teams in grades 3, 4, and 5 to support the implementation of literacy and mathematics relating all practices to the Danielson components.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Provide opportunities for Special Education teachers to attend workshops relating to ICT models of inclusion for appropriate instruction (Domain 3) and for effective management of classroom procedures (2c)	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers
Have Lead Teachers work with teachers in grades K-8 to support the implementation of effective teaching practices in literacy and mathematics and to	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, Teachers

ensure that instructional shifts are incorporated into all units of study and lessons implemented.			
Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to evaluate instructional practices and implement strategies that implement professional growth and reflection.	Teachers	09/15-6/16	Administrators, Lead Teachers, Teacher Leaders, 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.											
Provide professional development that cites research driven evidence and support of structures and strategies to support student achievement.											
Principal Participation in NYC Leadership										\$ 2,500	
PD for Principal and Assistant Principals provided by TMI										\$ 10,000	
Per Session for Principal and 3 Assistant Principals										\$ 5,000	
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	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
Review teacher observation data in February 2016 for a minimum increase of 10% increase.											
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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>6.4</p> <p>The goal for PS/MS 20 is to focus on the students who are in the lowest 1/3 of each grade to ensure that there will be an increase in the rate of performance on state academic content and achievement standards that will therefore translate into a higher rate of progress.</p> <p>At PS/MS 20 we include skills and essential knowledge in our curriculum, such as communication and problem solving, which students must master regardless of which program of study or career they will choose and work with families to reinforce these skills and essential knowledge. In addition the school has created a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. Embedded in our daily exchange between all stake holders in the PS/MS 20 community administrators, teachers, students and family members, we implement a schoolwide system of positive behavioral intervention strategies that supports social, emotional and intellectual health and well-being that is communicated to and supported by parents. We have integrated the positive behavioral intervention strategies (PBIS) and support into the daily life of students, families and teachers of PS/MS 20.</p>		

Our focus will be to conduct parent workshops with topics that may include: parenting skill, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.

Part 2 – Annual Goal

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of 25% of parent attendance at workshops. These workshops will be facilitated by administrators, parent coordinator, counselor, teachers and members of the PA Executive Board as well as guest speakers who are experts in their fields.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Parent workshops to understand data related to their child’s performance achievement.</p>	<p>Parents</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>
<p>Arrange more flexible time for parent meetings, morning, evening, weekends</p>	<p>Parents</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>
<p>Ensure the rights of limited English proficient families receive translated documents and interpretation services in order to ensure participation in the child’s education.</p>	<p>Parents</p>	<p>09/15-06/16</p>	<p>Administrators, Lead Teachers, Teachers</p>

Learning Leaders parent program for parents to volunteer and participate in classrooms to support teachers and students.	Parents	09/15-06/16	Administrators, Lead Teachers, Teachers
Present to the student body a series of performances that are theatrical and musical to portray what bullying is, what can be done about it, and how every student plays a role in preventing bullying and supporting tolerance and respect and fully understands their responsibilities as regards caring for others.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
<u>Moshulu Montefiore Community Center</u> is our after school day care program and serves students in grade K through 5. This program provides services to support our working parents and families. The program runs from the end of the school day until approximately 6 p.m. There are diverse activities provided during the hours of this program including a nutritious snack and homework help.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
<u>Moshulu Montefiore Community Center</u> is our Middle School Initiative for both academic enrichment in STEM, ELA and Leadership. This leadership program also focuses preparation for college admission. The ELA program focuses on the arts through music and dance.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
<u>Dean</u> – The Dean is responsible for helping all of the students to learn and grow in a safe environment. The Dean encourages diversity and teaches the	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers

students to respect one another.			
<u>Guidance Counselor</u> – The Guidance Counselor provides direct support service to individual students, small groups and classrooms to encourage positive behaviors; the Guidance Counselor also facilitates the application process for both fifth grade and eighth grade students as they transition to Middle School and to High School. The Guidance Counselor supports and develops a positive home-school connection.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
<u>Social Workers and Social Worker Interns</u> - Our Social Workers and Interns work with families to provide services needed for students to be successful in school. They help to maintain positive and open communication between school families and teachers.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
<u>School Psychologists</u> - School Psychologists collaborate with teachers and other professionals to create safe, healthy and supportive learning environments. They also work to strengthen our home-school connections.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
All grades 3-8 have received Planners which are an organizational tool containing guidelines for students to record and outline academic expectations and responsibilities for class and course work. This planner also enables our families to view the work assignments recorded by their children.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers

A Family Handbook is distributed to our families in both Spanish and English outlining school rules, etc.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Curriculum Night- Our parents meet all their teachers and learn about curriculum and the rigorous expectations for each subject area. Teachers communicate expectations that align with college and career readiness.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Parent Workshops are given by the Principal, Administrators, faculty members and guest speakers throughout the year on the CCLS, college and career readiness, high school admissions, curriculum supports, parenting health and numerous other topics.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Teachers and members of the SBST reach out to parents via phone calls, emails and meetings to insure that lines of communication are open to support student progress.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Parent Association schedules monthly PA meetings during the day and also at night to accommodate wide variety of parental scheduling needs.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
PS/MS 20 has a website that provides organizational contact information.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
PS/MS 20 faculty and administration conduct workshops to familiarize parents with NYC Schools Account and also distributes the student code numbers so that parents can enter NYC Schools Account at home and keep up to date with test scores , etc.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers

Progress reports and report cards a total of 6 times throughout the school year to alert parents of the students' progress.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
School leaders and consultants consistently provide focused professional support during professional learning designated calendar days.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Automated Telephone System communicates to families, calendar events at school.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Monthly event calendars are distributed.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Host frequent parent workshops and parent teacher conferences so that parents can learn more about their child's education and have access to experts in the field.	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Provide ELL classes for parents so that they can better support their child's education	Parents	09/15-6/16	Administrators, Lead Teachers, Teachers
Increase training opportunities (create school website, use ATS to communicate to families, create flyers and facilitate guided tours of the building) for Parent Coordinator so that she could develop stronger relationships with parents.	Parents	09/15-6/16	Administrators, Lead Teachers, 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.	
Translation Services	\$ 5,324
Workshop Materials	\$ 2,500
Workshop Facilitators	\$3,000

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	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, parent attendance at workshops will increase by 12% as measured by recorded attendance sheets.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

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)	AIS services are determined through Universal Screening using DRP in grades 6-8; DIBELS, Reading 3D in grades K-5; NYS ELA scores	Teachers work with students to build vocabulary, comprehension and writing skills. Online program Achieve3000 supplements student programs.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
Mathematics	AIS services are determined through Universal Screening using STAR Math in grades 3-8; Mastery Connect grades 3-4; NYS Math scores	The programs are designed to strengthen basic math skills with close supervision from a teacher. Students work on problem-solving strategies and how to respond to extended response questions.	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
Science	AIS services for Science are closely connected to reading scores	At-risk students in grades 4 and 8 receive extra support in understanding science concepts and strengthening science vocabulary	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
Social Studies	AIS services for Science are closely connected to reading scores	Support in understanding social studies concepts and strengthening vocabulary	Services are delivered through within-class staffing that reduces student-teacher ratios; Teachers instruct in Small group, or One-to-one	During the day in AIS and RTI identified periods; extended and Saturday programs
At-risk services (e.g. provided by the Guidance Counselor,	Tier 2 & 3 students demonstrate non-compliance of Positive Behavior;	Strategies include social skills, anger management, workshops on	Students work in small and large groups	During the day in class and in sessions

<i>School Psychologist, Social Worker, etc.)</i>	students who have an inability for completing tasks	interacting in groups, hyperactivity group play; peer mediation		
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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.
Although our teacher retention rate is very high, the administration continues to recruit new staff through hiring fairs sponsored by the New York City Department of Education, through the use of the Open Market System, and through referral from staff and other colleagues. Our high retention rate is effected in a positive way by the school's dedicated commitment to creating and integrating positions for teachers to become lead teachers and teacher leaders and assume the role of a leader in a collaborative environment. They are empowered to make decisions at PS/MS 20 and therefore they feel and know they are respected and their profession is one that is held in high regard.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • New teachers, untenured teachers and teachers who are identified for needed support participate in our New Teacher Cohort and receive mentoring from seasoned teachers • The school has a long-term professional development plan that aligns to state standards, assessments and curriculum. Ongoing, compensated professional development is offered to teachers to improve teacher knowledge and increase skills in methods to improve student behavior, differentiating instruction for at-risk students, and aligning CCLS to content area curriculum maps and performance tasks. • The administration also supports teacher opportunities to receive professional development through outside sources at workshops, inter-school visits, etc. • As a professional development school, PS/MS 20 seeks to provide its faculty and staff with opportunities that encourage collegiality through scheduled common planning time, on grade level teams, and working vertically throughout the grades. Each year teachers have the opportunity to apply to be a Teacher Leader, AIS provider, and a mentor, all opportunities that support their own growth. <p>The principal participates in the Leadership Academy and SAM - School Administrator Management; administrators attend workshops</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

To prepare our pre-school students for transition to Kindergarten, the delivery of the ELA and math curricula align with the CCLS. Pre-school students and newcomers to school, attend a kindergarten orientation. They spend the day in a Kindergarten setting, meet teachers and participate in learning activities. The parents participate in an orientation which includes a meeting with the principal and a meet and greet with the teachers. They also observe a Kindergarten class. In addition, our Pre-K classroom teacher works closely during the school year to provide learning opportunities for her students to integrate in Kindergarten events and activities, visits our Kindergarten classes on an informal basis. In addition, our students are serviced by faculty members in Art, Music and Gym and some of these classes are held in the main building and students are oriented to the facilities of the main building as well as our play yards. The administrators and the SBST work closely during the school year with the classroom teacher and the educational assistants as well as the parents to provide any necessary early intervention services or recommendations in order to make their transition into Kindergarten as smooth as possible.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	1,138,340.00	X	5a, 5b, 5c, 5d, 5e
Title I School Improvement 1003(a)	Federal		NA	
Title I Priority and Focus School Improvement Funds	Federal	\$ 223,186	X	5a, 5b, 5c, 5d, 5e
Title II, Part A	Federal	130,681.00	X	5a, 5b, 5c, 5d, 5e
Title III, Part A	Federal	25,004.00	X	5a, 5b, 5c, 5d, 5e
Title III, Immigrant	Federal	0	NA	
Tax Levy (FSF)	Local	5,920,663.00	X	5a, 5b, 5c, 5d, 5e

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Police Officer George J. Werdann, III, 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. Police Officer George J. Werdann, III will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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)

[School name] , 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>PS/MS 20</u>	DBN: <u>10X020</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>245</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>11</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>5</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

*Rationale:

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

*Subgroups:

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

*Schedule and Duration:

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

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

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

*Language of Instruction:

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

*Number and types of certified teachers:

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

*Types of materials:

Writing for Purpose

Rehearsing for Common Core Standards - Reading

Preparing for the Common Core Standards - Reading by Strand

Applying the Common Core Standards - Mathematics by Domain

Getting Ready for the NYSESLAT

Leveled Classroom Libraries

Trade Books/Library

Part C: Professional Development

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

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

Begin description here: _

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

Part C: Professional Development

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

*Using Assessments to Differentiate Instruction

*Differentiating Teaching and Learning for ELLs

*Creating Entry Points for ELLs

*Planning for ELLs

*Alligning Instruction to CCLS and Linguistic Proficiency Levels

*Understanding the progress monitoring system in place using WIDA

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

-
Our parental involvement activities address parent needs:

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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 10	Borough Bronx	School Number 020
School Name PS/MS 20		

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 JOAN RILEY	Assistant Principal IZABELA KACZMAREK
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher George Lynch	School Counselor Melissa Rozon
Teacher/Subject Area type here	Parent Zulay Rodriguez
Teacher/Subject Area type here	Parent Coordinator Jael Jones
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1135	Total number of ELLs	239	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	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														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	229	Newcomers (ELLs receiving service 0-3 years)	182	ELL Students with Disabilities	29
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	35	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	182	6	7	35	0	18	12	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	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	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	25	30	30	25	15	16	17	6	16					0
Chinese	0	0	0	0	1	0	0	1	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	4	0	4	0	6	2	2	1					0
Urdu	0	1	0	0	0	1	0	0	0					0
Arabic	0	2	0	3	0	2	1	0	2					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	2	0	1	0	1	1	0	1					0
Other	0	6	0	2	1	0	0	1	0					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)	25	3	2	3	2	2	0	2	2					0
Emerging (Low Intermediate)		4	8	9	3	8	4	2	2					0
Transitioning (High Intermediate)														0
Expanding (Advanced)		1	15	18	10	8	10	6	16					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	61	50	14	0	0
4	62	55	8	3	0
5	55	58	14	2	0
6	21	42	16	4	0
7	47	35	16	4	0
8	23	31	20	2	0
NYSAA			2		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	49		53		19		6		0
4	72		50		10		3		0
5	71		29		23		6		0
6	32		40		9		3		0
7	45		34		15		2		0
8	20		26		12		5		0
NYSAA					2				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	14		18		72		28		0
8	5		30		37		4		0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Assessment tools used to assess the early literacy skills of ELLs include DIBELS, Reading 3D, DRA, ECLAS, Peabody Vocabulary, NYSESLAT and NYSITELL and if necessary other secondary diagnostic tests. This data provides us with insights into the students' strengths and weaknesses in phonemic awareness, phonics, vocabulary, reading comprehension and fluency. The data informs the instructional targets.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Although there was a change in the delivery and scoring of the NYSESLAT, overall results show a decline in the percent of students meeting proficiency and attaining the advanced level. The number of students at the Commanding level was 19%, a decline of 7.7%.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the Annual Measurable Achievement Objectives to guide us as to how we measure progress towards the goal of English proficiency. We also use it to track and evaluate our instructional implementation and specific use of resources and compare groups of students to note where our approaches have been most successful.
- 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?
 - Our students take tests in English only.
 - We are using the results of the periodic assessments to target learning goals in order to move the student closer to proficiency in English.
 - The school community notes that the ELL learner needs additional supports in all four modalities in literacy i.e., listening, speaking, reading and writing. Consequently, action plans include instructional methodologies that will enhance student engagement in listening, speaking, reading and writing coupled with ongoing anecdotal and observational assessments that require specific and timely feedback

that is modeled and demonstrated for our students. Cultural traits and attributes regarding the home language are used to support the student's culture and language of origin and traditions.

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*.]

Data is used to group students according to the five levels we use both ENL freestanding i.e., pull out programs for RTI and small group instruction takes place on a daily basis with targeted learning objectives and frequent progress monitoring. If the student is not making progress as measured by the interim progress monitoring assessments the instructional approach and perhaps the resources used are changed.

6. How do you make sure that a student's new language development is considered in instructional decisions?
New language development is supported by the fact that at PS/MS 20 the SIOP model with language objectives is used in every lesson across content areas, grades and classes.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Progress monitoring throughout the year, NYSESLAT EOY results, ongoing progress as reported by the ESL teachers on our report cards which are aligned with WIDA.

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.

PS/MS 20 follows the English Language Learner (ELL) Identification Process as it is described in English Language Learner Policy and Reference Guide 2015-2016. and it is completed within ten school days of admission.

Step one - administration of the Home Language Identification Survey (HLIS) in the preferred language of the parent/guardian, which includes an interview with the student and parent to determine the student's home language.

Step two - based on the answers given on HLIS, qualified pedagogue makes a decision whether or not a student is eligible to take the New York State Identification Test for English Language Learners (NYSITELL)

Step three - the student is given the NYSITELL exam

Step four - if a student uses Spanish as their home language and did not meet the expectations of the NYSITELL exam, then the student is given Spanish LAB. The persons responsible for administering assessments during the identification process are the following: Izabela Campbell Kaczmarek, Assistant Principal, ESL Certified, George Lynch, ESL, Sharon Reifer, ESL, Leah SacutoDaley, ESL, Urmi Sarkar, ESL and Christina Perez-Padilla, Bilingual.

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).

Paste response to question here:

The determination of whether a student is a SIFE student begins during the completion of the Home Language Identification Survey and is completed within 30 days of enrollment. If a student has interrupted or inconsistent formal education then a qualified pedagogue administers an oral interview questionnaire and the Literacy Evaluation For Newcomer SIFE. In addition to that, classroom teachers gather relevant data as they administer formative assessments and collect student work.

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).

Paste response to question here:

The members of the Language Proficiency Team are: Joan Riley - Principal, Melissa Rozon, our Special Education Liaison - Bilingual School Psychologist, and Izabela Kaczmarek - ENL certified teacher/Assistant Principal, Zulay Rodriguez, Bilingual Parent of students attending PS/MS 20.

Once a student whose Home Language is other than English and has an IEP is enrolled to our school, the Language Proficiency Team is formed. This team reviews evidence of the student's English language development. If the team recommends that the students should

take the NYSITELL, the ELL Identification Process continues as with all students. If the LPT recommends the student not to take the NYSITELL, that recommendation is sent to the principal for review. The timeline to accept or reject LPT recommendations is within 20 days. After the review the principal makes a decision. If the principal decides that the student should take the NYSITELL, the process continues as with all students. If the principal decides that the student should not take the NYSITELL, this determination is sent to the superintendent and parents are notified within three days of the decision. Upon review, if the superintendent determines that the student should not take the NYSITELL, the parents are notified and ELL Identification Process is terminated. If the superintendent determines that the student should take the NYSITELL, the student takes the exam and the ELL Identification Process continues as with all other students. ELL service placement occurs as soon as the NYSITELL is taken and analyzed for qualifications.

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.

Paste response to question here:

All letters are written in the parent's preferred home language and kept on file. Once the NYSITELL exam is given and score is available, an entitlement or non-entitlement letter notifying parents about next steps is sent sent home with the student. A copy of that letter is kept on file and a follow up phone call is placed. An Assistant Principal as well as Parent Coordinator is available to answer any questions parents and guardians may have regarding the decisions made.

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).

Paste response to question here:

During the administration of the Home Language Identification Survey, parents are informed about the next steps of the ELL Identification process in a letter written in their preferred home language. After the assessment, parents receive an entitlement or non-entitlement letter and a follow up phone call. During that conversation, parents are advised that they have the right to appeal the decision within 45 school days of enrollment. They are told that the school will initiate the re-identification process upon a written request. The persons responsible for this process are the members of the Language Proficiency Team, Joan Riley, Principal, Izabela Campbell Kaczmarek, Assistant Principal, Melissa Rozon, Bilingual School Psychologist, Zulay Rodriguez, Bilingual Parent of students attending PS/MS 20. Copies of the letters issued are filed and maintained and recorded in binders. These binders are kept in the administrator's office.

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.

Paste response to question here:

To inform parents about the three program choices (transitional bilingual, dual language, and freestanding ENL), PS/MS 20 holds parent workshops and orientations. Our first parent orientation took place on June 13, 2015. Another one is scheduled for September 17, 2015 (Curriculum Night). Additionally, parents participate in a one-on-one session with the assistant principal as they register their student at PS/MS 20. During those meetings, parents have an opportunity to view the Parent Orientation Video and ask clarifying questions. Additionally, parents receive information on Common Core Learning Standards, assessments, and school expectations for English Language Learners. Parents of English Language Learners receive a written invitation to those meetings as well as a follow up phone call. All letters during this outreach process are written in the parents' preferred home and describe the three program choices. When a program choice that has been previously chosen one of the members of the LPT team calls and writes a letter in the form of the preferred home language describing the availability of the requested program. PS/MS 20 provides translation and interpretation services through in-house school staff and parent volunteers. The persons responsible for this process are the members of the Language Proficiency Team, Joan Riley, Principal, Izabela Campbell Kaczmarek, ESL Certified, Assistant Principal, Melissa Rozon, Bilingual School Psychologist, Zulay Rodriguez, Bilingual Parent of students attending PS/MS 20, George Lynch, ESL Certified, Urmi Sarkar, ESL Certified, Sharon Reifer, ESL Certified, Leah SacutoDaley, ESL Certified, Christina Perez-Padilla, Bilingual. Copies of the letters issued are filed and maintained and recorded in binders. These binders are kept in the administrator's office. If a parent survey is not returned, the identified pedagogues above outreach to the parent by phone and letter in the preferred home language to describe and assist in the procedures to be followed in order to obtain admittance to a bilingual program.

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.

Paste response to question here:

PS/MS 20 ensures that the Parent Surveys and Program Selection forms are completed at school during orientations, workshops or one-on-one sessions and then returned in a timely fashion. If any forms are missing, parents or guardians are notified within 48 hours by phone and letter by one of the pedagogues identified above in the parents' preferred home language and maintained in the administrator's office and parents are invited to school to complete the forms once again so that they can be kept on file and the wishes of the parents are accounted for.

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

Paste response to question here:

Binders with all information about the students are kept in the Assistant Principal's office. For each student there is an ENL Student Accountability Form and Checklist which indicates what documentation is on file (Home Language Identification Survey, NYSITELL score, NYSESLAT results, parent orientation, Parent Survey and Program Selection Form, placement letter, entitlement or non-entitlement letter, continuance of services letter, etc.). If any of the required documents are missing, the parent is invited to come to school within 48 hours to complete the missing information. The parents are notified by phone and letter in the parents' preferred home language.

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

Paste response to question here:

All letters are printed and kept on file. Once the NYSITELL exam is given or the NYSESLAT results are available, a placement letter, an entitlement or non-entitlement letter, continuance or discontinuance letters are sent sent home with the student. Copies of those letters are kept of file and follow up phone calls are placed. An Assistant Principal and Parent Coordinator are available to answer any questions parents and guardians may have regarding the communication.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

Binders with all information about the students are kept in the Assistan Principal's office. For each student there is a ENL Student Accountability Form and Checklist which indicates what documentation is on file (Home Language Identification Survey, NYSITELL score, NYSESLAT results, parent orientation, Parent Survey and Program Selection Form, placement letter, entitlement or non-entitlement letter, continuance of services letter, etc.). If any of the required documents are missing, parent is invited to come to school to complete the missing information.

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.

Paste response to question here:

There are six ENL teachers at PS/MS 20. The assistant principal creates an organizational spread sheet and assigns teachers to students he or she does not teach during the school year. Once the window for speaking section opens, teachers begin their assessments. As the window for the written parts opens, teachers begin to test the students assigned to their names and continue with the speaking section of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

All letters are written in the parents' preferred home language, printed and kept on file. Once the NYSESLAT results are available, continuance (Continued Entitlement Letter) or discontinuance letter (Non-Entitlement Letter/Transition Letter) is sent sent home with the student. Copies of those letters are kept of file and follow up phone calls are placed. An Assistant Principal and Parent Coordinator are available to answer any questions parents and guardians may have regarding the communication.

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).

Paste response to question here:

After reviewing the Parent Surveys and Program Selection for the past few years, it is clear that parents of students at PS/MS 20 prefer Freestanding English as New Language program. Vast majority of the parents opt to have their children in this model during their presence at our school. Around 5% of parents from various grades choose Transitional Bilingual Education and in those instances we transfer their children to other school that offers such program. Because of the small numbers of parents interested in TBE, PS/MS 20 does not offer either Transitional Bilingual Education or Dual Language programs at this time.

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.

Paste response to questions here:

There are three ENL teachers in grades K-2. Each teacher is assigned a grade and within that grade provides instruction to English Language Learners in homogeneous groups.

There are two ENL teachers in grades 3-5. English Language Learners are grouped heterogenously and receive ENL instruction in Stand-Alone and Integrated models throughout the day in both Literacy and Mathematics.

There is one ENL teacher in grades 6-8. English Language Learners are grouped heterogenously and receive ENL instruction in Stand-Alone and Integrated models throughout the day in both Literacy and Mathematics.

b. TBE program. *If applicable.*

Paste response to questions here:

N/A

c. DL program. *If applicable.*

Paste response to questions here:

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)?

Paste response to questions here:

Having 6 ENL teachers allows PS/MS 20 to ensure that the mandated number of instructional minutes are provided according to proficiency levels in Freestanding ENL program. Because the largest numbers of English Language Learners are in grades K-2, the school ensured that there is one teacher per grade who is able to provide the necessary services to all of the students. It was important to PS/MS 20 to provide instructional support to English Language Learners in grades 3-8 in both testing courses (ELA and Mathematics) therefore we do have teachers in place to teach English as New Language/English Language Arts and Mathematics. In order to meet the following proficiency levels, Entering, Emerging, Transitioning, Expanding, Commanding Units of Study and staffing requirements, we have scheduled and programmed both stand alone ENL learning opportunities with certified ESL teachers, integrated K-6 content area classes with teachers who are dual certified and we have integrated K-6 classes with a certified ESL teacher and common branch teacher as well as integrated classes 7 through 8 with a certified ESL teacher and content area certified teacher. Additionally, we have a bilingual teacher teaching content area subjects as a stand alone.

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.

Paste response here:

Content area classes are delivered in English using ENL based teaching and learning strategies such as:

a) use of visuals

b) hands on activities

c) differentiated entry points

d) team teaching to promote positive interdependence, collaborative group structure - heterogenous , peer and buddy learning system

e) scaffolded language and content learning activities

f) leveled libraries, high interest lower difficulty texts

g) picture dictionaries, bilingual dictionaries and glossaries

h) alternate assessments

At PS/MS 20 we put particular emphasis on students being engaged and participating in class discussions and explaining their answers using textual evidence . In addition, in upper grades teachers emphasize students' ability to express and defend their opinions as well as develop an argument as it is outlined by grade level standards in Common Core Language Standards and Language Progressions.

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

Paste response to question here:

To ensure that English Language Learners are appropriately evaluated in their home language throughout the year, PS/MS 20:

a) administers Spanish Lab test to those Spanish speaking students who did not pass the NYSITELL

b) for state Mathematics and Science exams copies of those exams are ordered in home languages of ELLs who need that support (?)

c) staff members who speak other languages than English provide interpretation and translation support to English Leanguage

Learners and their parents

- d) alternate language paraprofessionals support English Language Learners in special education classes
- e) we outreach to NYC DOE bank of translators to screen and evaluate students in their preferred home language

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

Paste response to question here:

ENL teachers provide literacy instruction that focuses on all four modalities of English language acquisition throughout the year as they are listed in Common Core Learning Standards and Language Progressions. Each learning experience incorporates listening, speaking, reading, and writing. DIBELS, DIBELS 3D, DRP, teacher designed formative assessments and rubrics are used to monitor the development of those skills for all English Language Learners in K-8 classes.

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

Paste response to questions here:

a. There are ___ students at our school currently identified as SIFE. ENL teachers target SIFE students for their Tier 3 small group instruction within their self contained classes and out of classroom ENL teachers provide them with additional small group and one on one instruction time during the day. Achieve 3000 internet based program is provided so that these students can work both during the school day and at home on their English language acquisition. Students are also invited to attend Title III Program on Wednesdays and Thursdays from 2:30 to 3:30 as well as Saturday Academy from 9am to 12. Special attention is paid to aligning assessments to the linguistic proficiency of students in order to appropriately monitor students' English language development, as well as, their acquisition of content area knowledge.

b. Similarly ELL students, new comers, are targeted for Tier 3 small group instruction 5 times per week within their self -contained classes. Differentiated lessons are adapted to address the needs of these students in terms of their proficiency levels in English with some guided native language support provided whenever possible by the classroom teachers and or alternate language educational assistants.

c. For ELLs of 4 to 6 years, during the school day teachers focus on developing content area reading strategies, higher order thinking skills, task specific assessments, varied participation techniques, scaffolding of language development, and on specific content learning strategies.

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

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

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.

Within 6-12 months for students reidentified as an ELL or a non-ELL PS/MS 20 will use formative standardized measurements of assessment as well as leading up to the 6 months and during the 6-12 months progress monitor the students in English proficiency in the following CCLS areas: listening, speaking, reading and writing to determine whether the student is approaching mastery and reaching grade level expectations in CCLS across the content areas in the students' assigned grade.

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?

Paste response to question here:

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

Depending on the proficiency level needs of students, ENL teachers use:

- a) Journeys Common Core - Intervention
- b) Journeys Common Core - English Language Learners/Intervention
- c) Expeditionary Learning
- d) Foundations
- e) Guided Reading
- f) Achieve 3000

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?

Paste response to question here:

English Language Learners with special needs are provided scheduling flexibility as per their IEP criteria. For example, an ENL teacher pushes into the Special Education classes to provide these students with ENL services to achieve their IEP goals and attain English proficiency within the least restrictive environment.

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

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

Students with IEPs in special education classes are provided ENL support in their self contained classes. In addition ELLs in special education classes are pulled out to receive services from our out of classroom ENL teachers to provide these students with exposure time to other ENL students in a less restrictive environment. Flexibility is built into the programming through the programming of our out of classroom ENL specialists.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<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.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

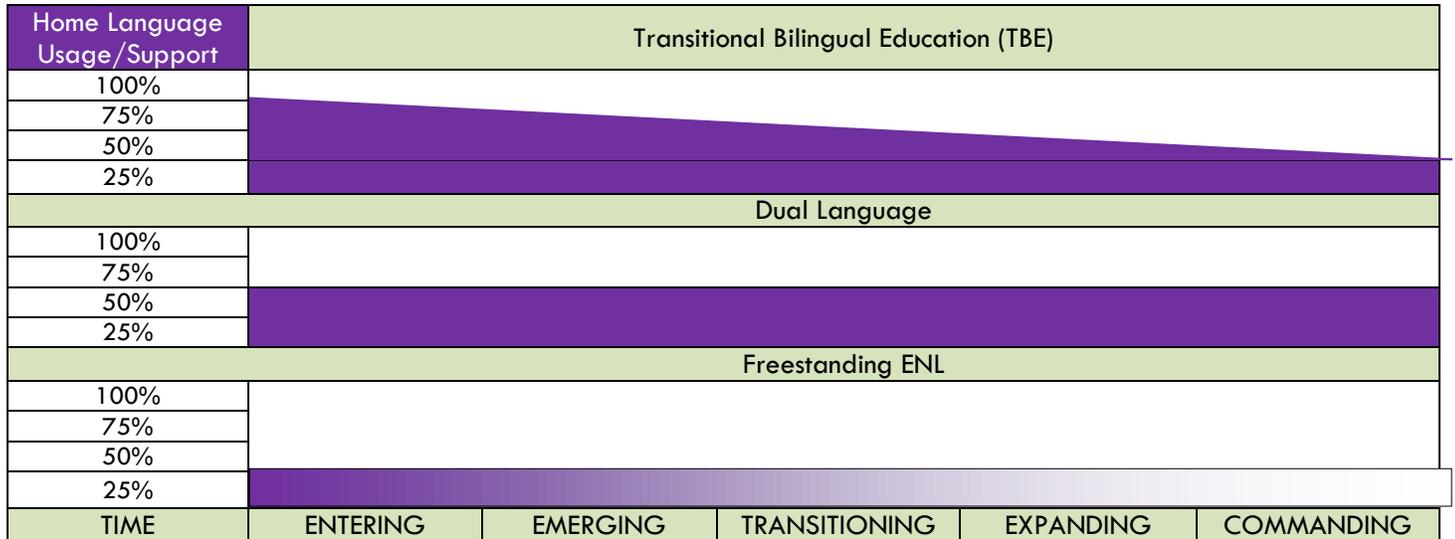


*Note “other approved services” does not apply to New York City at this time.

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.
Paste response to question here:
Targeted intervention programs for ELLs in ELA, Math, and other content areas:
a) Teachers administer benchmark assessment and formative assessments every 4 to 5 weeks. Teachers analyze data results for areas of needed improvement. Teachers form RTI groups and target groups for specific skills that need to be improved upon and focus on re-teaching and on progress monitoring in literacy and in math. Content areas, Social Studies and Science are similarly addressed. Students identified as first time testers in ELA are provided additional support through our extended day program and through our test prep Saturday academies. Targeted recent arrival (0-2 years of service) students are invited to participate in the Title III program for additional support. Social studies skills for intermediate and advanced NYSESLAT students are addressed through classroom instruction and practice on Document Based Questions and through interdisciplinary units that focus on developing students' ability to read increasingly complex texts and through writing tasks that develop students' critical thinking skills. We have speakers of Spanish, Albanian, Hindi, Urdu, Bengali on staff. Guided native language instruction is provided by ENL teachers or by push in or pull out ENL specialists.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
The effectiveness of our current program and how it meets the needs of our ELLs in both content and language development will be evaluated once we receive the NYSESLAT and state exams data. At that time we will make decision whether or not to implement any changes to better meet the needs of our English Language Learners. All teachers are notified by the ENL team and/or the members of the LPT team as soon as the child is either placed into their classroom or at the beginning of the school year; in addition, all teachers at PS/MS 20 implement the SIOP model for lesson plans which include language development objectives because all teachers at PS/MS 20 are oriented to develop an awareness that the ELL learner is sitting in every single classroom and their needs must be met across all content areas and grade levels; data analysis and data information is reviewed frequently through progress monitoring ENL students are progress monitored on a weekly basis with assessments that are formative in characteristic.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
PS/MS 20 will definitely comply with the new requirement as per Part 154. We will ensure that our students receive the mandated services and are grouped into the new five proficiency levels.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
Our CBO Montifiore Community Center provides many of our ELLs in grades K-8 additional homework help and opportunities to participate in arts activities after school on Mondays through Fridays until 6pm. This program is especially important to our parents who work and are not able to pick up their children until 6pm. This program is also supports parents who are non English speakers and who thus may not be able to help their children with their homework.
All ELLs are invited to attend both the extended day program from 2:30pm to 3:30 pm after school program on Wednesdays and Thursdays. ELL students are also invited to our Saturday academy for ELA and Math test prep.
PS/MS 20 schedules field trips to help build background knowledge and to support writing development based on real life experiences.
ELLs are encouraged to participate in our music program (lower school and middle school chorus) and in all our middle school sports programs.
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.
Paste response to question here:
a) Journeys Common Core - Intervention
b) Journeys Common Core - English Language Learners/Intervention
c) Expeditionary Learning
d) NYSESLAT prep materials
e) Foundations
f) Guided Reading Leveled Library
g) Achieve 3000
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here:

We have speakers of Spanish, Albanian, Hindi, Urdu, Bengali on staff. Guided native language instruction is provided by ENL teachers or by push in or pull out ENL specialists. Alternate language paraprofessional provides native language support in Spanish. Additionally, home language materials are used as forms of multicultural enrichment as content learning resources.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Paste response to question here:

All of our ENL teachers are certified. The teachers use materials and methodologies that correspond to ELLs' ages and grade levels. Teachers follow the sequence of the programs used at PS/MS 20. The programs used are alligned to the Common Core Language Standards.

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).

Paste response to question here:

We do not have a program for newly enrolled ELLs over the summer at this time. Most of our newly enrolled students are K students. Parents were invited to participate in an orientation session (June 13, 2015) and during that session they were provided with information as to what students should know and be able to do before they enter school in September. In this way parents can work with their students before entering school in September.

During the regular school year identified ELLs are provided extended day instruction on Wednesdays and Thursdays from 2:30 to 3:30. ELLs are also encouraged to attend our Saturday Academies for test prep.

19. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to question here:

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.)
Paste response to question here:
All teachers in grades K - 8 received professional development in SIOP lesson planning and lesson delivery. It is the expectation that all teachers use the knowledge gained and plan for their instruction utilizing that model.
Throughout the 2015-2016 school year all ELL personnel will participate in professional development in using ENL Progress Reports developed using WIDA. These progress reports will provide teachers with a clear understanding of what the expectations of English Language Learners are depending on their language proficiency. Teacher of ELLs are: Izabela Campbell Kaczmarek, Assistant Principal, ESL Certified, George Lynch, ESL, Sharon Reifer, ESL, Leah SacutoDaley, ESL, Urmi Sarkar, ESL and Christina Perez-Padilla, Bilingual. Professional Development days are every Monday from 2:20 - 3:40 for the 2015-16 school year and in addition one period per week are assigned to a professional development workshop within a common prep timeframe. November 3, all ell teachers are involved in ELL workshops all day.
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?
Paste response to question here:
a) All teachers in grades K - 8 received professional developemnt in SIOP lesson planning and lesson delivery. It is the expectation that all teachers use the knowledge gained and pland for their instruction utilizing that model.
Throughout the 2015-2016 school year:
a) all tachers in grade K - 3 will participate in ASTOR grant where they will deepen their knowledge about differentiation and meeting the needs of all students including English Language Learners.
b) all teachers will participate in Professional Learning Cycles where they will have a chance to read current research, discuss it with their peers, and implement in their classrooms while receiving timely and constructive feedback.
c) all teachers will participate in study groups during Common Preps where they will analyze data, create next instructional steps, and share their noticings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
Throughout the school year we will provide multiple professional development opportunities for all teachers to assist ELLs as they transition from elementary to middle and middleto high school. These opportunities will include but will not be limited to:
a) professional development in SIOP lesson planning and lesson delivery. It is the expectation that all teachers use the knowledge gained and plan for their instruction utilizing that model.
b) using ENL Progress Reports developed using WIDA. These progress reports will provide teachers with a clear understanding of what the expectations of English Language Learners are depending on their language proficiency.
c) all tachers in grade K - 3 will participate in ASTOR grant where they will deepen their knowledge about differentiation and meeting the needs of all students including English Language Learners.
d) all teachers will participate in Professional Learning Cycles where they will have a chance to read current research, discuss it with their peers, and implement in their classrooms while receiving timely and constructive feedback.
e) all teachers will particpate in study groups during Common Preps where they will analyze data, create next instructional steps, and share their noticings. Recently, our Guidance Conselor, Fiodaliza Connell attended the NYCDOE all day workshop on October 21, 2015. This expo was focused on families and how guidance counselors can support families who have recently immigrated to the United States help them transition in both their communities and certainly in school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here:
As specified earlier, PS/MS 20 meetsthe professional development requirements as per CR Part 154.2. Based on the Professional Development Plan, for all teachers more than 15% of the required professional development hours will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. For ENL teachers, more than 50% of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. During of these meeting the attendance will be taken and for each meeting an agenda with goals and anticipated outcomes will be written.

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?

Paste response to question here:

Parents are invited to attend orientation meetings, curriculum night, parent teacher conferences, Tuesdays professional development hours from 2:20 till 3:35, and parent workshops on

- a) how to help students with homework
- b) understand Common Core Learning Standards
- c) complete an application process for Middle and High Schools
- d) testing
- e) adjust to new environment.

Translations services are provided on an ongoing and as needed basis in Spanish, Bengali, Albanian, and Urdu or any other of the covered languages.

We will make a stronger effort to invite parents in during the instructional day to observe their children's' classes and to participate in interactive learning activities and learning celebrations.

2. 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 to question here:

Binders with all information about the students are kept in the Izabela Campbell Kaczmarek, Assistant Principal's office. For each student there is a ENL Student Accountability Form and Checklist which indicates what documentation is on file (Home Language Identification Survey, NYSITELL score, NYSESLAT results, parent orientation, Parent Survey and Program Selection Form, placement letter, entitlement or non-entitlement letter, continuance of services letter, etc.). Additionally, if there is an additional meeting with a parent, sign in document and notes from that meeting are placed in that binder as well. We have bilingual translations available in Spanish by faculty members and in other languages, Bengali and Urdu parent volunteers are noted by our parent coordinator and are available. When necessary we call the NYCDOE Translation Services and have our conversations interpreted over the phone by the city's identified translators in the parents' preferred home language.

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

Paste response to question here:

Parent workshops are scheduled to build parents' capacity to support their child's development in reading and writing. Workshops focus on a variety of topics including "Tips on How to Help Your Child Succeed in School", "How to use Rosetta Stone", "Understanding the NYS Assessments and Understanding the Outcomes."

Workshops are conducted after school and on Saturdays.

Workshops are presented by ENL teachers, content-area teachers, and other appropriate staff.

Parents are notified through flyers, through phone calls made by our Family Worker, and through the automated phone system. All flyers and notices to parents regarding workshops and/or meetings are translated into the covered languages. We also provide translators at our meetings and workshops through the use of either staff or parent association members.

The Parent Coordinator is part of the administrative team working under the supervision of the principal. The Parent Coordinator will engage with and involve parents in the school community by working with the principal, school staff, school leadership team, parent associations, community groups and parent advisory councils.

This position focuses on creating a welcoming environment for parents. The Parent Coordinator will identify parent and related school/community issues and work with the principal to see they are addressed in a timely manner.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

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

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

Parents are invited to attend ESL and GED classes.

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

Paste response to question here:

Our survey forms ask parents for information regarding their needs, goals and expectations for our ELLs and program preferences. In this way every year surveys are conducted to assess ELL parents' needs, expectations, and program preferences. Our Parent Coordinator, Jael Jones in individual conferences with parents evaluates our parents' needs and communicates those needs to the communication. Translation Services to our parents include bilingual translations available in

Spanish by faculty members and in other languages, Bengali and Urdu parent volunteers are noted by our parent coordinator and are available. When necessary we call the NYCDOE Translation Services and have our conversations interpreted over the phone by the city's identified translators in the parents' preferred home language.

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

Paste response to question here:

Parent involvement is crucial to the well being of our learning organization. It is our plan to ensure that all activities planned address most if not all needs of the parents.

D. Additional Information

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

Paste response here:

School Name: **PO George J. Werdann, III**

School DBN: **10X020**

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)
Joan Riley	Principal		10/30/15
Izabela Campbell Kaczmarek	Assistant Principal		
	Parent Coordinator		1/1/01
George Lynch	ENL/Bilingual Teacher		10/30/15
Zulay Rodriguez	Parent		10/30/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Melissa Rozon	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X020** School Name: **PS/MS 2**
Superintendent: **Melodie Mashel**

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.learndoe.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.

To assess language preferences of the parent community for both written and oral communication, PS/MS 20 uses:

- a) Home Language Identification Survey - Part III
- b) ATS report - Home Language Report - RHLA
- c) Student Emergency Cards
- d) Teacher surveys conducted at the beginning of the school year

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

Parents' preferred languages are as follow:

Albanian, Amharic, Arabic, Baluchi, Basque, Bengali, Bulgarian, Chinese, English, Fulani, Hausa, Hindi, Hungarian, Khmer (AKA Camoge), Mandinka (AKA Mandingo), Punjabi, Slovak, Spanish, Tamil, Ukrainian, Urdu

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.)

Some of the documents that PS/MS 20 disseminates every year that require translation and are distributed to families are as follow:

- a) notices written by Department of Education
- b) registration and application documentation
- c) letters from the school leadership
- d) notices from Parent Association
- e) parent-teacher conference announcements
- f) New York State testing dates - ELA, Mathematics, Science, NYSESLAT
- g) after-school program information
- h) calendared events (holidays, school closings, etc.)

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.

Some of the face-to-face meetings PS/MS 20 typically have with parents throughout the school year are as follow:

- a) curriculum night - September 17, 2015
 - b) parent-teacher conferences - November 5, 2015, March 4, 2016, and May 12, 2016
 - c) Tuesdays when school is in session from 2:20 till 3:35, teachers will be meeting with parents for conferences
 - d) weekend workshops re: curriculum, CCLS, NYS testing, parenting classes, high school admission process, K orientation, Pre-K orientation - dates to be determined
- Some of the anticipated informal interactions with parents include but are not limited to phone calls and home visits from:
- a) attendance teacher
 - b) guided counselor
 - c) family workers
 - d) social workers
 - e) school psychologists
 - f) dean
 - g) Parent Coordinator
 - h) teachers
 - i) administrators

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.

To meet the identified translation needs indicated in Part B for written documentation, PS/MS 20 will use in-house school staff members as well as the Translation and Interpretation Unit. Some of the documentation used by the school is centrally produced by the Department of Education and other documents have been already translated. Any new forms and reports created by the school will be submitted for translation to in-house school staff members and/or The Translation and Interpretation Unit at the beginning of the 2015-2016 school year.

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.

To meet the identified interpretation needs in Part B for oral communication, PS/MS 20 will use in-house school staff members as well as over the phone interpretation services available in over 150 languages. In addition, PS/MS have solicited parent volunteers to create a resource of persons who will assist parents in need of translation.

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.)

To ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation, at the beginning of the school year they will receive:

- a) an email with instructions of when and how to use translation services and over-the-phone interpretation services
- b) Language Identification Card
- c) Translation and Interpretation Brochure
- d) Language Palm Card

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

To fulfill parental notification requirements for translation and interpretation services, PS/MS 20 will:

- a) distribute Parents' Bill of Right in all covered languages
- b) display the Welcome Poster in numerous places around the school, such as entrance, main lobby, main office, by the elevator, etc.
- c) display Language ID Guide at the security desk and main office for the parents to identify their preferred language
- d) inform parents of their right to access information about their child and school in their preferred language (part 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)

To gather feedback from parents on the quality and availability of services, PS/MS 20 will conduct surveys and adjust its planning to meet the needs of all parents and guardians.