2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 13K020
School Name: P.S. 020 CLINTON HILL
Principal: LENA BARBERA
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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Section 6: Academic Intervention Services (AIS)

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Section 1: School Information Page

School Information

School Name: PS 20 Clinton Hill School
School Number (DBN): 13K020
Beds Code: 331300010020
Grades Served: PK-5
School Address: 225 Adelphi Street
Phone Number: 718-834-6744
Fax: 718-243-0712
School Contact Person: Karen Colon
Email Address: Kcolon3@schools.nyc.gov
Principal: Lena Barbera
UFT Chapter Leader: Winsome Richards
Parents’ Association President: ConnaCook / MeryemBencheikh- Ellis
SLT Chairperson: 
Title I Parent Representative (or Parent Advisory Council Chairperson): ConnaCook
Student Representative(s): NA
CBO Representative: 

District Information

Geographical District: 13
Superintendent: Zina Cooper Williams
Superintendent’s Office Address: 355 Park Place
Superintendent’s Email Address: zcooper@schools.nyc.gov
Phone Number: 718-636-3266
Fax: 718-636-3266

Field Support Center (FSC)
FSC: Brooklyn North
Executive Director: Bernadette Fitzgerald
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lena Barbera/Nicole Blyden</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Winsome Richards</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
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<tr>
<td>Law Watford/Miriam Ellis</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Conna Cook</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>NA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Alana DiGiacomo</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Angela Watford</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Lillian Fuller</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>-------------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Margo Rivera Power</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Gail Anderson Bunton</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Adam Blair</td>
<td>Member/Paraprofessional</td>
<td></td>
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<tr>
<td>Erica Parker Marshall</td>
<td>Member/Teacher</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>PS 20, The Clinton Hill School Mission Statement: At P.S. 20 we firmly believe in developing the leader in each and every child. We are deeply committed to our students’ social, emotional and academic growth. We provide an intimate and supportive learning environment that challenges students to raise questions, communicate effectively and take responsibility for their ideas and actions. We want our students to know that they have the power to influence their school, their communities and the world with their creativity, intellect and their ability to work</td>
</tr>
</tbody>
</table>

2018-19 CEP
collaboratively. Our goal is for our children to become informed thinkers who are prepared to thrive and lead in a complex world.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Clinton Hill School is located in the heart of Clinton Hill Brooklyn currently serving 455 children pre k - grade 5. Enrollment has been climbing over the past four years. This can be attributed to strong academics, a variety of enrichment programs grounded in the arts, second language offerings and strong community ties. Parents are an integral part of the decision making process, they enjoy access to classrooms where students celebrate learning.

PS 20 is a Leader in Me school - The Leader in Me Is a school wide process, that aligns with the Academic & Personal Behaviors for college and career readiness, in addition to guiding our vision and supporting the establishment of a common language throughout the school. All students are exposed to the * Seven Habits of Highly Effective Kids. The teacher is the main communication point, an advocate of the tenets of the leader in me process. Students self aware, regulating their own behavior promoting pro social behavior throughout the school. The LIM process supports our efforts in creating a supportive environment for our students and engages our parents families in the process too.

Student Led Conferences - Are led by students. It is a conversation that the students lead with a parent or guardian and the teacher, at the table together. They look through a portfolio of work that the students have created and students lead the discussion around their strengths and their weaknesses. During the conference, students explain their progress toward and mastery of both academic (content & skill), character (using the 7 Habits of Highly Effective Kids) and learning targets. Students justify their progress by leading their families through a portfolio of assignments gathered from a body of class work/ homework/projects/ notebooks etc.

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Students justify their grades by referencing specific assignments that show their mastery of learning targets. Students can also complete self-evaluations of their performance in each subject and share them with their families. Students are held accountable for their progress when they explain areas of strength and areas in need of improvement. The tone of the conference is positive with a focus on what can be done to ensure success.

PS 20 Parent Engagement Traditions : Parent Orientation/Meet and Greet in August- Curriculum Night in September - This is an opportunity for parents/families to meet the entire faculty and school based support personnel and then meet grade teachers in classrooms and learn about the curriculum expectations, as well as celebrations and trips. Spring Grade Articulation Day- Parents are invited in to meet next year’s teacher teams and learn all about the curriculum and learning experiences their child will be exposed to in the next school year. Families as Learning Partners - Parents are invited in monthly to engage in a Standards based reading and writing with their child’s class, a different content area is highlighted monthly. Student of the Month /Parent of the Month- This monthly assembly is designed to honor students who have demonstrated scholastic success as it relates to applying one or more of the Seven Habits . Students are granted an award and their parent too is for supporting their child through the process.

Parent workshops- Workshops are planned and conducted throughout the year to inform families on topics such as Middle school articulation, physical movement for their child, and language development. Future workshops, will
highlight content area based workshops such as preparing your child to take the NYS ELA and Math test, Response to intervention and strategies for ELL learners in the spring. Chat and Chew sessions will commence in November bi-weekly for our Pre-K-5 and all new families. Chat and Chew is an informal gathering in the morning. Parents meet one another as well as other staff members in the school i.e. social worker, psychologist, guidance counselor, *nurse. Expectations are discussed as it relates to attendance and punctuality, literacy and reading at home and ways to strengthen the home and school connection. The PS 20 Spring Steam Museum: A full day of sharing and learning. During this school wide event, each classroom visits the other classes’ museum exhibits, allowing the students to teach and learn from each other based on a carefully planned schedule for inter-class visitation. Families tour each classroom, listening to the children explain their STEAM investigations and projects. The classrooms and hallways are filled with student work, STEAM artifacts and student discussions. Parents and children move from classroom to classroom listening to student docents explain their investigations and leanings.

**French-English Dual Language program**- the program currently exists on Kindergarten through grade 5. The initial idea of instituting a Dual Language (DL) Program was based on parent interest. In response, since such an instructional program was unfamiliar to our school, best practices and program models were researched, demographic data collected and interest surveys were conducted. After collecting our school’s neighborhood demographics, meeting with members of the community and assessing our space and facilities, all stakeholders in our learning community came together to discuss and decide to open a French-English DL program. In the process we discovered clear advantages in implementing a Dual Language Program (DLP). An evidence and research-based curriculum is being developed to appropriately and effectively support our growing Francophone, ELL population’s language fluency and literacy. **Language Instruction in French**- In addition to our self-contained French Classes we offer French Language instruction to all or our students. follows:

**PS 20 Instrumental Music Program / PS 20 Band**- Our students have been studying and performing under the musical direction and instruction of Mr. Lonnie Hampton. He follows the Blueprints for Arts curriculum as well as the Music standards from which he incorporates several content areas. Students in grades (Pre-K-5) are taught to read music as well as learn to play a musical instrument. We are proud to say that our senior band members have played at various venues such as Borough Hall, Ft. Greene Park, PTA meetings, school tours, District Family Day, and monthly assemblies.

**PD 20 Dance Program** - Our Dance program is led by Mr. Chung. His curriculum is aligned to the Arts Blueprint. Students actively participate in formal dance classes and performances. Through class participation, students engaged in the historic and cultural value of dance, music and theater.

We partner with our parents and with several community based organizations to enrich our instructional program. They are as follows: Art partnerships include instruction in: Music, Dance, Drama/ Theater, French and visual Arts: Brooklyn Music School; Mark Morris; Franklyn Furnace; Galli Theater and Language and Laughter Studio. Children’s Museum of the Arts, City Growers,

**Brooklyn College School of Education** - Classroom teachers receive mentoring in best practices in teaching science from college faculty, and conversely, our teachers mentor their undergraduate science education college student interns. All work collaboratively to improve the student-teacher mentoring experience. This partnership further supports science-related initiatives at P.S. 20 such as the P.S. 20 Farms and the P.S. 20 Annual Science Museum. Both were developed and are supported collectively by P.S. 20 teachers, administrators, parents and Brooklyn College Science Education faculty.

**Green Arts** - established in 2013, the Art Committee comprised of parents and the art and garden instructor applied and received a grant from the Wallenta’s Family Foundation in order to deepen exploratory learning in visual arts and science. The overall goal of the Green Art’s program is for children, to develop curiosity and a better understanding of the environment. They will learn where food comes from, ecology and science, and express their understanding through non-conventional use of materials, exploration in color, perspective, light, shape and texture, e.g. using principles of visual art to convey big and abstract ideas. Our Artist and Urban Gardener work extraordinarily hard and long hours to ensure that their lessons correlate directly to the the State Standards, our school mission, and individual
classroom teacher goals. The fact that these educators are practicing artists in our community means that they know about the community in which our students reside, their joys and challenges, their needs and dreams. This is an exciting opportunity to present our children with this unparalleled, inspirational, and pedagogically-solid curriculum.

**Trout unlimited**: Students raise trout from eggs and release them back into the watershed. "The Trout in the Classroom program provides a tangible and practical way to educate elementary students about the importance of preserving the rivers, streams, reservoirs, and lakes that supply the world class drinking water that more than 9 million New Yorkers enjoy every day.” Students also, monitor tank water quality, engage in stream habitat study, learn to appreciate water resources, begin to foster a conservation ethic, grow to understand ecosystems.

**Cookshop Classroom K-2 /Cookshop Families** (The food Bank of NY) since 2013. Is a nutrition education program providing students and their families the knowledge and tools to enjoy a healthy diet and active lifestyle on a limited budget. **CookShop Classroom**: Using hands-on exploration and cooking activities to foster children’s enjoyment and consumption of healthy foods, as well as their appreciation for good nutrition. CookShop for Families offers workshops for parents and guardians of students in schools participating in CookShop Classroom. Through simple, healthy recipes using fresh, affordable ingredients, the workshops offer the skills and knowledge needed to make CookShop part of their families’ daily lives.

3. Describe any special student populations and what their specific needs are.

To ensure rigorous habits and higher order skills, among our SWD and ELLs teachers are refining their instructional plans to create tasks and activities that are more tightly aligned to the Rigor and Relevance rubric and the established instructional priorities of the school (CEP), and the individual needs of these students. To ensure that all students, ELL and SWD have access to the content we will focus on multiple entry points into rich discussion, using resources such as: the Cognitive Rigor Matrix, DOK, Socratic seminar and UDL to plan pivotal questions for discussion. Monitoring teacher practice and growth as it aligns to Domain 1, Planning and Preparation via frequent informal observation cycles both evaluative and non evaluative that provide evidence based feedback and next steps. these practices align to the Effective Leadership element of the Capacity Framework.

4. Identify 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.

**Professional Learning** - School administrators and all teachers begin this academic year by examining individual classroom practice. Then during common planning and time set aside for community professional learning, administration and teachers will meet in vertical teams. Teams included an administrator, K - 5 classroom teachers, a cluster teacher and school-based support staff member in order to assess and evaluate how the organizational and instructional practices across classrooms matched our shared beliefs about how students learn best. Similar work will be done during weekly, grade-level specific teacher team meetings to capture the same across each grade. Based upon the feedback from teachers and our most recent school-wide data from the New York City Performance Assessment we will focus the work above around the Rigorous Instruction element of the Capacity Framework which are aligned to Quality Review (QR) Indicators 1.2 (Pedagogy), 2.2 (Assessment) and the Capacity Framework Element Supportive Environment aligned to (QR) Indicator 3.4 (High Expectations).
## School Demographics and Accountability Snapshot for 13K020

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK, 0K, 01, 02, 03, 04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>YES</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>1</th>
<th># SETSS (ELA)</th>
<th>15</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>1</td>
<td># SETSS (Math)</td>
<td>15</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>37</td>
</tr>
</tbody>
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### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
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### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>62.0%</th>
<th>% Attendance Rate</th>
<th>91.8%</th>
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<tbody>
<tr>
<td>% Free Lunch</td>
<td>56.7%</td>
<td>% Reduced Lunch</td>
<td>6.1%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>4.4%</td>
<td>% Students with Disabilities</td>
<td>12.5%</td>
</tr>
</tbody>
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### Racial/Ethnic Origin (2017-18)

| % American Indian or Alaska Native | 0.4% | % Black or African American | 48.6% |
| % Hispanic or Latino | 21.0% | % Asian or Native Hawaiian/Pacific Islander | 3.1% |
| % White | 22.1% | % Multi-Racial | 5.3% |

### Personnel (2015-16)

| Years Principal Assigned to School (2018-19) | 9.21 | # of Assistant Principals (2016-17) | 2 |
| % of Teachers with No Valid Teaching Certificate | 0% | % Teaching Out of Certification | 4% |
| % Teaching with Fewer Than 3 Years of Experience | 12% | Average Teacher Absences (2014-15) | 7.5 |

### Student Performance for Elementary and Middle Schools (2017-18)

| ELA Performance at levels 3 & 4 | 53.6% | Mathematics Performance at levels 3 & 4 | 65.4% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 92% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |

### Student Performance for High Schools (2017-18)

| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Global History Performance at levels 3 & 4 | N/A | US History Performance at Levels 3 & 4 | N/A |
| 4 Year Graduation Rate | N/A | 6 Year Graduation Rate (2011 Cohort) | N/A |
| Regents Diploma w/ Advanced Designation | N/A | % ELA/Math Aspirational Performance Measures (2015-16) | N/A |

### Overall NYSED Accountability Status (2018-19)

| Reward | No | Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | YES | ALL STUDENTS | YES |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

| 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 | YES | ALL STUDENTS | YES |

#### High School

| 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 | ALL STUDENTS | N/A |

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

| 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 | ALL STUDENTS | N/A |

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

| 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 | ALL STUDENTS | N/A |

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2018-19 CEP 13
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

### Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>Framework For Great Schools Element- Rigorous Instruction Strengths are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>According the 2017-2018 School Quality Snapshot</strong>, PS 20 received a rating of <strong>Excellent</strong> in Rigorous Instruction. 94% Parents and Teachers responded positively to questions about Rigorous Instruction. 100% of Teachers of all subjects say that they had the resources to include opportunities for reading and writing experiences grounded in evidence from text, both literary and informational. 100% of teachers of all subjects say that they had the resources to develop students' conceptual understanding, procedural fluency, and their ability to apply math in context</td>
</tr>
<tr>
<td><strong>According to the 2017-2018 Quality Review Report</strong>, PS 20 is WELL DEVELOPED in indicator 3.4 - High Expectations. The school's culture supports High Expectations focused on independence, leadership and career and college readiness that are effectively communicated to students and parents.</td>
</tr>
<tr>
<td><strong>According the 2017-2018 School Quality Snapshot</strong>, PS 20 received a rating of <strong>Excellent</strong> in Student Achievement. 54% of the students in grades 3,4 &amp; 5 met State standards on the State English test; the average score was 3.0 out of 4.5. 63% met State standards on the State math test; the average score was 3.2 out of 4.5.</td>
</tr>
<tr>
<td><strong>According to the 2017-2018 Quality Review Report</strong>, PS 20 is WELL DEVELOPED in indicator 1.2 - Pedagogy. There is a coherent belief that students learn best when teachers facilitate group work using the workshop model, this is reflected in the vast majority of classrooms. Teachers provide high quality extensions and strategic entry points so that all students can access curricula.</td>
</tr>
<tr>
<td><strong>According the 2017-2018 School Quality Snapshot</strong>, Next Level Readiness: 100% pass rate by former fifth graders in their sixth-grade classes in math, English, social studies, and science.</td>
</tr>
<tr>
<td>Area of need: Teacher Development /Teacher evaluation. <strong>According to the 2017-2018 Quality Review Report</strong>, PS 20 is DEVELOPING in Quality Indicator 4.1- Teacher Development and Supervision. Teachers support teachers through infrequent cycles of observations. Feedback to teachers captures strengths, and next steps, but inconsistently connects to the Danielson Framework for Teaching, especially HE ratings, creating a lack of clarity relative to next steps. Observation cycles will focus on literacy instruction Specifically supporting readers in comprehension.</td>
</tr>
<tr>
<td>Based on the most recent data analysis (January 2019 Fountas and Pinnell Running Records), it has been determined that our students are not achieving or progressing in reading comprehension skills at a pace needed to ensure proficiency on the State ELA Test. Therefore, instruction will focus on improving and advancing reading comprehension skills across the grades. The Advancement of Reading Comprehension skills will be the priority. Reading comprehension is a skill that needs to be developed. Comprehension is a complex higher-level skill that is...</td>
</tr>
</tbody>
</table>
much greater than decoding. It is important for students to develop comprehension strategies. Comprehension strategies focus on teaching students to understand what they read not on building skills on how to read/decode. While readers acquire some comprehension strategies informally, explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding (from the Report of the National Reading Panel). you can take specific actions to help students develop comprehension skills.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 10% increase in the number of students in Grades 3-5 who will score a Level 3 or Level 4 on the 2019 New York State ELA Test.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
|  | • Evidence-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). | | |
| Teachers will analyze baseline, formative and summative assessment data to inform planning from a variety of sources: MOSL, Performance Based Assessment Exemplars. Benchmark assessments, unit assessments ELA. Formative assessments are administered according to a school wide calendar 3 times per year. Parent workshops are scheduled bi-monthly starting in Winter 2018- Spring 2019. Parents are provided with printed information on homework policies, monitoring and supporting student’s work at home. Student work folders are sent home regularly for parent review and comment. | Classroom Teachers | November 2018, January 2019, March 2019 and May 2019 | |
| Teachers will plan rigorous Common Core aligned lessons that meet the needs of all learners during grade level team meetings, Weekly of professional development as per the UFT contract stipulation will be utilized for data analysis, inquiry team and professional learning activities. Common preps are scheduled across each grade at least twice per week to facilitate grade level teacher team planning. The Instructional Coach will provide individual support as scheduled. Parent workshops are scheduled bi-monthly starting in Winter 2018- Spring 2019. | Teacher Teams examine Student work samples, | On – going Sept 2018- June 2019 | The Assistant Principal instructional Coach |
Teachers will receive support for student work analysis through school wide collaborative inquiry sessions led by the Instructional Coach and teachers. Evidenced based feedback is shared with the Instructional Coach and the Professional Learning Team to inform planning of weekly professional learning sessions and individualized support during preparatory periods.

<table>
<thead>
<tr>
<th>Teachers, Administrators</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Parent Curriculum night on the second week of September to inform parents of the instructional expectations and school wide goals. Principal "Chat and Chew" meetings 5 per year. These meetings are centered around teaching and learning topics. Goals are to provide information and transparency in addition to collecting feedback from our families. Principal's report at PTA Meetings address instructional expectations, school goals and how parents can support their children at home including supports for special needs children and English language learners. Teachers facilitate workshops to help parents understand learning objectives, strategies and expectations in math and literacy. Parents are introduced to the web based resources to track and monitor progress of their child.

### 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.

Common preps will be provided for grade level Teacher Teams to plan lessons focused on engaging students in daily instruction and supporting the acquisition of mathematics skills.

Weekly inquiry team meetings focused on the target group (level one students) throughout the academic year. RTI tracking sheets will be used consistently to document student progress, evaluate and revise lessons and instructional delivery methods.

Classroom teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to ensure school-wide coherence, consistency and alignment. Teachers also receive additional support from the coach and assistant principal during common planning time.

Classroom inter-visitations scheduled where needed so teachers can share best practices, model lessons and problem solve in order to learn from one another.

Teachers who attend additional ELA workshops out of the school, will turn-key new learning for their fellow staff.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | X | Title III, Part A | || Title III, Immigrant |
### 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.

Baseline data analysis - Sept - October 2018; Midline data analysis, January-February 2019 Spring data analysis June 2019. Data will be generated from MOSL and baseline assessments K-5 student work and teacher practice ratings in domain 3 of the Danielson Framework.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- September/October 2018 - NYC Performance Assessment BOY (MOSL), Ready ELA Baseline
- December 2018 - 1st Mid-Point Benchmark NY Ready ELA Assessment
- February/March 2019 - 2nd Mid-Point Benchmark, Ready ELA Assessments
- Mid-Point Benchmark NYC ELA Performance Assessment (MOSL)
- May 1, 2, 3 I 2018-NYS ELA Exam NYC, Performance Assessment EOY (MOSL)

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>PS 20 has strong practices and structures in place as it relates to building community and ensuring that children feel safe and protected. According to the NYC School Survey report for 2018 our school has made significant gains in the area of Supportive Environment we increased from a score of 2.93 in 2016 to 4.63 in 2017. <strong>According the 2017-2018 School Quality Snapshot</strong>, 100% of pre-k through 5 teachers say that students are safe in the hallways, bathrooms, locker rooms, and cafeteria of their school. 100% of teachers say that adults at their school teach students how to advocate for themselves. 93% of pre-k through 5 teachers say that students feel it is important to come to school every day.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Needs: Upon examining our OSYD data that includes disciplinary referrals and suspensions; teacher and guidance counselor anecdotal reports; I log and attendance reports; we discovered a correlation between childhood stress poor academic achievement and disciplinary referrals. The students struggling the most academically are our students whom we know are experiencing stress in some form. Many of our students are growing up in stressful environments. Some of these children are living under the influence of poverty, addiction and /or homelessness. Others may have suffered the loss of a parent or loved one. While still others may have suffered complex trauma in some form. These factors that so strongly impact the success of many of our students are situated outside of our school. The question still remains however- how do we support them toward scholastic success? Current work in educational psychology tells us that students’ experience of belongingness in the school setting is linked to important motivational, attitudinal, and behavioral factors that are associated with school success. Specifically, we find that this sense of belonging to a supportive school community is associated with emotional well-being, intrinsic motivation, pro social behavior, commitment to school, engagement, and achievement (Osterman 2002). Our school community must take appropriate and deliberate measures in supporting our most vulnerable students by embedding social and emotional supports in all aspects of school life. There are three primary categories of social support: emotional support, guidance support, and tangible support. Emotional support includes behaviors that express physical affection and concern for well-being. Guidance support is the provision of knowledge, advice, or mentoring on how to achieve a goal. Tangible support is the provision of any type of resource including money, food, housing, transportation, etc. by building a school wide sense of community our staff can help students develop the sense of engagement and connectedness important to their ability to focus on learning. (Lee et al. 1999).</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>Policies, Practices, and Structures currently place to ensure support of the whole child: Supporting evidence taken from the 2017-2018 Quality Review report: Strong school to parent partnerships are forged through: Ongoing communication using grade-wide newsletters collaboratively developed by parents, students and staff, instruction and curricula are highlighted, class dojo and konstella are used for instant parent outreach and feedback; Ongoing curricular workshops across the content areas to ensure that parents understand the expectations in dual language classes, science, math, English Language Arts, (ELA), and social studies; leadership curricula across the grades. Students keep leadership binders, where they regularly reflect on their growth, areas for improvement and set goals for themselves. They reflect on progress, and confer with their teachers to get focused feedback and guidance about...</td>
</tr>
</tbody>
</table>
their next steps; student-led parent teacher conferences 3x per year, where students lead discussions about their work, and students, teachers, and parents discuss grades, for all subjects, including clusters, such as dance and music.

**Part 2 – Annual Goal**

| Indicates your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. By June 2019, 100% of classroom teachers will develop a systematic plan, coordinated approach for addressing students’ social emotional and behavioral learning needs as measured by a decrease of 50% disciplinary referrals. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| - Evidence-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). | all Students | Sept-2018 June 2019 | Teachers, parent coordinator, administrators, Guidance counselors, paraprofessionals |
| Daily morning meeting in all classrooms that intentionally fosters positive interactions between and among students.  
- Intentionally make eye contact  
--Greet all students with a smile  
-Invite students to share positive feedback with one another  
-Teachers model caring and respect  
-Teachers model and make reference to the & Habits | | | |
| Professional Development:  
Implementation of the 7 Habits of Highly Effective Kids.  
Implement school wide expectations and teach positive behaviors.  
Explore Mindfulness Professional development- (Brain Power) Contingent on Budget.  
Study- Culturally Responsive Teaching and the Brain by Zareetta Hammond. Begin discussions relative to the book.  
De escalation training. Strategies for dealing with students in crisis  
Administrative training in Culturally Responsive Teaching | All Teachers | Sept-2018 June 2019 | Teachers, parent coordinator, administrators, Guidance counselors, paraprofessionals |
| Strengthen bonds between family and school  
- Timely Parent outreach by teachers, providing positive feedback | Parents and community | | Teachers, parent coordinator, administrators, Guidance |
address problems expeditiously
Administration hold monthly feedback sessions (Chat and Chew)

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

PC and Guidance Counselor will conduct teacher workshops on the topic "de escalation" Parent workshop related to supporting academic and social emotional growth led by PC and guidance counselor. Monthly Chat and chew with the Principal- Feedback and communication sessions.

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.

Leader in Me Consultant PO, Instructional Coach, Per Diem Funds for teachers to attend Leader in Me training day in October, Teacher Light House Team meets monthly, Borough field support training, Mindfulness Training. Purchase professional book Culturally Responsive Teaching and the Brain.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

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.

Mid point benchmark review OSYD data referrals decrease by 25%-

Classroom observations of practice. Building in Culturally Responsive Practices.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

OSYD data, office anecdotal log book, learning environment survey

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According the The School Quality SnapShot 2017-2018 the overall rating for Collaborative Teachers is GOOD. 100% of teachers say that they design instructional programs (for example, lessons and units) together. 97% of teachers say that they had opportunities to work productively with colleagues at their school on professional development. 100% of teachers say that teachers feel responsible that all students learn. Note: 100% of PS 20 teachers responded to the survey (31 surveys submitted)

According to feed back from PPO visits: Our curricula continues to be aligned to the common core learning standards (CCLS) and state standards. Assigned tasks are rigorous and demand students to use higher order thinking skills. This has resulted in providing multiple opportunities for students to demonstrate their thinking and strong academic habits. (1.1) promising practice that is evidenced by-Teacher teams review plans and use inquiry time to unearth strengths and weaknesses, Defining rigor (focus on thinking), Focused on high quality, Thinking process made visible and students engaged in Productive struggle. In most of the classrooms, there is coherent alignment between curricula materials, respect for how students learn best, and feedback based on the Danielson Framework for Teaching. This has increased opportunities for students to interact with peers in order to work through challenging material more frequently and successfully. (1.2)

Next steps: Continue to strengthen the data inquiry conversation in order for the vast majority of teachers to use and create assessments aligned to the curricula allowing more effective decisions to be made on instruction. (2.2) Ensure that : Teachers are providing feedback to students that state next steps, Aligning common assessments across grades, teachers are making adjustments to lessons based on student performance.

- Support the facilitation of easily accessible assessment systems
- Support the facilitation of accountability systems for student work and data with teachers.
- Monitor the progress of students at several times of the year and engage teachers in discussions about student outcomes.
- Continue to build on the increased student performance and set goals that are discussed with the school community that reflect growth over time. Create additional artifacts that capture data in order to visually represent where students are towards instructional goal attainment.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, Teachers in grades K-5 will increase MOPT HEDI scores in component 3d of the Danielson framework (Using Assessment in Instruction) resulting in a 3% increase in teachers scoring a HE rating.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>September 2018 - June 2019</td>
<td>Classroom teachers, coach, administration</td>
</tr>
</tbody>
</table>

Teacher teams meet weekly during mandated Monday professional development to conduct collaborative inquiry cycles. Grade level teams meet weekly during common preps to plan instruction based on the inquiry findings.

Teachers use standards aligned assessments, and curricula materials to ensure that student performance results are accurate and reliable.

Teacher Teams will conduct inquiry cycles to answer the following questions: Was the screening measure aligned with learning expectations for that point in the year?

Were the data collected following standard administration procedures? Was correct administration and scoring verified?

Teacher Teams check the adequacy of the screening data. then they examine whether appropriate screening measures were used to document student performance.

Universal screenings currently in use: NYC performance assessment baseline - BOY (beginning of the year) benchmark; mid-year benchmark; EOY (end of the year) benchmark. Fountan and Pinnell Running Records. Ongoing progress monitoring (common formative assessments) using standards based resources will be used to assess learning gaps and monitor student progress weekly. Normed scoring practices
will be the focus of inquiry in addition to reliable data collection and correct interpretation of data.

**Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:**

- Students are appropriately Tiered based in assessment data.
- Teachers plan Targeted small group instruction for Tier Two students.
- Student progress will be measured weekly to determine if students have mastered the targeted skills.

More intensive interventions will be planned for students who do not show progress toward mastery (Tier Three students).

The student outcomes will guide future inquiry based structured professional collaborations toward continuous improvement and refinement of RTI implementation.

Shared improvement in teacher RTI implementation will lead improved student outcomes for targeted groups.

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**3b – Parent and Family Engagement**

<table>
<thead>
<tr>
<th>How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents will be invited to visit monthly during Families as Learning Partners to engage in instructional an assessment experiences with their children.</td>
</tr>
<tr>
<td>Student Leadership Binders and student Led conferences 3x per year</td>
</tr>
<tr>
<td>Communication via Konstella and Class Dojo provide timely feedback to parents.</td>
</tr>
<tr>
<td>Monthly feedback sessions, Chat and Chew with the Principal</td>
</tr>
<tr>
<td>Parent Engagement Tuesdays.</td>
</tr>
</tbody>
</table>
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.

Common preps will be provided for grade level Teacher Teams to plan lessons focused on engaging students in daily instruction and supporting the acquisition of mathematics skills.

Weekly inquiry team meetings focused on the target group (level one students) throughout the academic year. RTI tracking sheets will be used consistently to document student progress, evaluate and revise lessons and instructional delivery methods.

Classroom teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to ensure school-wide coherence, consistency and alignment. Teachers also receive additional support from the coach and assistant principal during common planning time.

Classroom inter-visitations scheduled where needed so teachers can share best practices, model lessons and problem solve in order to learn from one another.

Instructional Coach, June Planning

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

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

Part 5 – Progress Monitoring

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

Ongoing progress monitoring by teacher and students, anecdotal and quantitatively from the four benchmark assessments. In addition, frequent (weekly) assessments aligned with learning expectations at each individual level will be administered. Teachers will analyze the assessment results to verify whether students have mastered the targeted skills, and determine the success of the intervention. Based on these findings teachers will proceed to the next phase of the RTI cycle.

1. Impact of increase focus on assessments will be evaluated based on conversations after formal and informal observations. Analysing the Advance data to see if more teachers are becoming highly effective in 3d-Using Assessment In Instruction.

2. The impact of weekly collaborative inquiry sessions will be evaluated based on evidence in lessons plans reviewed routinely by administration and RTI tracking documents review 2x per month.

3. The impact of collaborative planning sessions will be evaluated during informal observations of instruction across grade levels and administrative review of lesson plans.

4. Feedback based on informal and formal observations.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Common preps will be provided for grade level Teacher Teams to plan lessons that incorporate formative assessments (conferencing, check-in, self assessments, peer assessments, exit slips, etc.) throughout the entire lesson.

Weekly inquiry team meetings focused on the target group (level one students) throughout the academic year. RTI tracking sheets will be used consistently to document student progress, evaluate and revise lessons and instructional delivery methods.

Classroom teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to ensure school-wide coherence, consistency and alignment. Teachers also receive additional support from the coach and assistant principal during common planning time.

Classroom inter-visitations /lesson Study scheduled where needed so teachers can share best practices, model lessons and problem solve in order to learn from one another.

Teachers who attend additional workshops out of the school, will turn-key new learning for their fellow staff.

**Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.**
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the School Quality Snapshot 2017-2018, the overall rating for Effective School Leadership is GOOD. 97% responded positively to questions about Effective School Leadership. 100% of teachers say that the principal communicates a clear vision for this school. 100% of teachers say that curriculum, instruction, and learning materials are well coordinated across different grade levels. 96% of families feel that the principal works to create a sense of community in the school. According to the 2017-2018 PreK Program Snap Shot, 92% responded positively to questions about Effective School Leadership. 94% of families say the principal/director promotes family and community involvement in the program. 94% of families say the principal/director works to create a sense of community. 93% of families say the principal/director is strongly committed to shared decision making.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 100% of teachers will provide students with written high quality feedback that is specific, timely, constructive, and substantive and provides students with the guidance they need to improve their performance as measured by the Learner Engagement Rubric.
## Part 3a – Action Plan

### Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Teachers / Special Education Teachers / ENL/Dual Language teachers</td>
<td>September 2016 - June 2017</td>
<td>Principal, Assistant Principal, Instructional Coach</td>
</tr>
</tbody>
</table>

### Research-based instructional programs, professional development, and/or system and structures needed to impact change.

Professional Development time will be allocated to the study of assessment driven instruction and quality feedback. Teachers will analyze component 3d: using assessment in instruction of the Danielson framework for teaching with the following lens.

- Understand the elements of 3d
- Distinguish the difference in Levels of Performance
- Collaboratively Review examples of feedback practices
- Identify the level of performance on 3d (teachers)
- Incorporate strategies to improve the quality of feedback to students in 3d

Administrators conduct frequent cycles of observation using low inference note taking and the Danielson Rubric. Timely feedback will be given to teachers.

- Administrators will monitor for high quality written feedback from the teachers to the students in reading, writing, and math.
- Administrators will monitor assessment criteria.
- Criteria for assessment must be clear to teachers and publicly known by students.
- Monitor teachers' develop success criteria with the students.
- Monitor teachers' ability to incorporate assessment strategies and students' ability to monitor their learning.
- At the Highly Effective level, students co-create the success criteria and they are able to articulate the success criteria.

Special education liaison will provide professional development as it relates to aligning assessment and feedback practices to the
goals outlined in students’ IEPs. Special Education teachers and ENL will meet periodically during professional learning time to share best practices and identify strategies to better support students.

SLT will be updated monthly regarding work of classroom teachers will provide specific examples of impact of the work around effective feedback.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

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.

Common preps will be provided for grade level Teacher Teams to plan lessons focused on providing students in high quality effective feedback that is specific, timely, constructive and substantive.

Weekly inquiry team meetings focused on the target group (level one students) throughout the academic year. RTI tracking sheets will be used consistently to document student progress, evaluate and revise lessons and instructional delivery methods. Teams will create feedback that will be given to the students.

Classroom teachers will meet regularly throughout the school year with one or more members of the Instructional Cabinet to ensure school-wide coherence, consistency and alignment. Teachers also receive additional support from the coach and assistant principal during common planning time.

Classroom inter-visitations scheduled where needed so teachers can share best practices, model lessons and problem solve in order to learn from one another.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

Part 5b. Indicate the specific instrument of measure that is used to assess progress.
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

According to the School Quality snapshot of parents say that school staff regularly communicate with them about how parents can help their child learn (City: 93%) of parents say that they have communicated with their child's teacher about their child's performance (City: 93%) of teachers say that teachers at this school work close

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 100% of the classrooms will have a class parent.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
</tr>
</tbody>
</table>

| Timeline |
| What is the start and end date? |

| Key Personnel |
| Who is responsible for implementing and overseeing the activity/strategy? |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

### Part 4 – Budget and Resource Alignment

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

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

<table>
<thead>
<tr>
<th>February 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
Section 6: Academic Intervention Services (AIS)  
*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>students who are not achieving proficiency determined by assessments student work samples, work habits and progress in RTI tiered instruction</td>
<td>Support for Foundations Double Dose, Readygen, CCLS aligned literacy Curriculum, Reading Conferences Tiered RTI</td>
<td>Push-in model/one-to-one and/or small group / exchange instruction one-to-one and/or small group instruction</td>
<td>during the school day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>students who are not achieving proficiency determined by assessments student work samples, work habits and progress in RTI tiered instruction</td>
<td>During the school day: Support development of math concepts with a focus on Number sense and computation Fluency using Engageny CLS aligned curriculum-Envisions Exemplars</td>
<td>Push-in model/one-to-one and/or small group / exchange instruction one-to-one and/or small group instruction</td>
<td>during the school day</td>
</tr>
<tr>
<td>Science</td>
<td>students who are not achieving proficiency determined by assessments student work samples, work habits and progress in RTI tiered instruction</td>
<td>Providing services for students who were identified as at-risk in science. 4, and 5th graders who deemed at-risk based on beginning of the year</td>
<td>Small group, differentiated instruction. Teachers employ tenets UDL. RTI tiered intervention</td>
<td>during the school day</td>
</tr>
</tbody>
</table>
### Social Studies

- Students who are not achieving proficiency determined by assessments, student work samples, work habits, and progress in RTI tiered instruction.

- Content and skills are infused through non-fiction guided reading literacy units; Guided Reading focused on nonfiction.

- Providing services for students who were identified as at-risk in Social Studies, 4th and 5th graders who deemed at-risk based on beginning of the year assessments.

- CCS Library tasks.

- Content and skills are infused through non-fiction literacy units, as well as small group, differentiated instruction. Teachers employ tenets UDL RTI tiered intervention.

### At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

- Students who are struggling socially and emotionally determined by a variety of observational data from various sources.

- Provides intervention for students at academic risk due to social, behavioral or nonacademic factors. Focus on; anger management, bereavement, girls group, support for peer related and domestic issues that impact on the students daily functioning.

- Psychologist, Social Worker, etc.

- Provides intervention for students at academic risk due to social, behavioral or nonacademic factors. Focus on; anger management, bereavement, girls group, support for peer related and domestic issues that impact on the students daily functioning.

### Services

- Small group, differentiated instruction. Teachers employ tenets UDL RTI tiered intervention.

- Small groups One to one, Push in.

- During the school day.
| Social, behavioral or nonacademic factors. Performs informal assessment and observations for students at risk. Supports teachers in the development of behavior management plans. Teacher in-service. **Occupational Therapist** trains staff on strategies and techniques, performs informal assessments on at risk students. **Inter borough Mental Health Clinic** is on site and serves students an |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
Our goal is to provide all students with equitable educational opportunities. Monitoring attendance and lateness closely. Providing additional supports and outreach via the guidance counselor and social worker. Our students in temporary housing will have access to all enrichment programs, AIS programs. In addition to

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Our strategies to attract Highly Qualified Teachers are embedded in our administrative practices. It is our intent to support teachers by following set of performance standards that are imbedded in a research based framework that will enhance teacher skills and move them towards full proficiency. When necessary, we make use of the Title I set aside funds for assisting teachers to achieve a Highly Qualified designation. If we have the opportunity to hire a new pedagogue we conduct a rigorous interview process where our levels of expectation are made clear at the onset. Our questioning of candidates exemplify our standards and tests the knowledge base and experience of the candidate. Before being hired, a demo lesson is scheduled and observed by the administration. As we train and develop our new teachers, they are told, that they will be observed a minimum of eight times per year to support their development and enhance their teaching effectiveness. While teaching, they are directed to maintain daily detailed lesson plans for instruction and rubrics for assessment. It is our expectation that all our Highly Qualified pedagogical staff maintain the highest degree of competency to strengthen our instructional core, increase student achievement and meet our school wide goals.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Learning opportunities will be available for all teachers and para-professionals in the area of instruction, Instructional shifts, The Danielson Framework and student goal setting. Continued network support to bring in “experts” to facilitate our professional learning. Continuation of our professional development model which includes our network coaches, administrators, lead teachers and in house teacher turnkey. Data Specialist supports teachers in a uniform format, sharing student outcomes and the implication these outcomes have on practice. Continue using the inquiry team model as a vehicle for sharing practice and collaboration.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

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

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

Coordinating the professional development activities of preschool and kindergarten teachers in order to align pre-kindergarten and kindergarten curricula and goals. Kindergarten and pre-kindergarten teachers are scheduled to visit each other’s classrooms; and The Pre K teacher provides the future kindergarten teacher with children’s work folders or a written record of their learning during preschool.

Information about a child’s experience in Pre K is shared with Kindergarten teachers especially in cases where a child may need extra support in order to experience success in school.

Documentation of steps taken to help children progress toward his or her program goals while in Pre K, and a discussion of areas where the child is still experiencing difficulty.

Preschool and kindergarten teachers and other support staff meet to discuss children on a case by case basis in order to facilitate the student's adjustment to a new classroom situation by discussing strategies to support the child and by sharing ideas that have been successful with this child in the past.

The activities that increase coordination between the neighborhood preschools and PS 20 will include:

- Developing and implementing a systematic procedure for receiving student records.

- Establishing channels of communication between PS 20 school staff and their counterparts (including teachers, social workers, and health staff)

- Joint registration activities and parent information nights held throughout spring so families understand the transition process.

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.
At the start of the year the MOSL committee selects the assessments and presents their choices to the faculty. This year each child is assessed using the Fountas and Pinnell Running Record assessment, the NYC Performance Based Assessment in Writing and Math and Benchmark assessments. The data is then analyzed so that whole class, small group and individual instructional activities can be planned. Throughout the year, at weekly planning meetings our teachers examine student work in collaborative inquiry teams in order to plan immediate instructional next steps as well as long-range next steps involving planning for the next grade. During small group work, students are provided with work on their level. Ongoing student observations “kid watching” while children are involved in all classroom activities is a regular activity. Observational/ conference notes are kept on each student weekly and plans are adapted to meet individual student’s. Formative and summative assessment data is used to support student achievement. Data is collected on individual children, by class and grade-level as well as by sub-group (gender, demographics, and lowest third). Teachers determine the Individual learning goals for each child.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Place an (X) in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>200,696.00</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>75,050.00</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>[ ]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>[ ]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,978,434.00</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>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. <strong>13K020</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (<strong>ESSA</strong>), 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.</td>
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<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>The Clinton Hill School, PS 20 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use and navigation of various data bases and web sites such as, Engage NY, NYC Schools Account;

- 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

### Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, Parent engagement Tuesday' as per UFT contract, 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;

**Encouraging School-Level Parental Involvement**

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

● Parents establish a communication committee responsible for: initiating a web communication tool (Konstella) designed to keep parents informed about school activities and student progress; parent volunteers distribute a monthly news letter. Teachers utilize Class Dojo to provide instant feedback and communication to parents during the school day.

● 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-Parent Compact (SPC) Template
13K020, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- academic learning time is used efficiently;
- cultural, racial and ethnic differences are highly honored and respected;
- delivering developmentally appropriate curriculum that is aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing culturally responsive teaching by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting student led conferences each semester during which the individual child discusses his/her own achievement;
- 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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Brooklyn</td>
<td>020</td>
<td>The Clinton Hill School</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Parent Coordinator</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>ENL teachers currently teaching in the ENL program</th>
<th>ENL teachers not currently teaching in a bilingual program</th>
<th>Teachers holding both content area/common branch and TESOL certification</th>
<th>Bilingual extension and TESOL certification</th>
<th>Special education teachers with bilingual extensions</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
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D. Student Demographics

2018-19 CEP
### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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This school offers (check all that apply):

- **Transitional bilingual education program (TBE)**
  - Yes □
  - No [x]
  - If yes, indicate language(s):

- **Dual language program (DL)**
  - Yes [x]
  - No □
  - If yes, indicate language(s): French

- **Freestanding ENL**
  - Yes [x]
  - No □

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   At PS 20 students’ early literacy skills are assessed via Standardized test data in ELA, Math, Science and Social Studies, through The Fountas and Pinnell: Reading Assessment System 1, Fundations, LAB R (Spanish), NYSITELL, NYSES LAT, Teacher Made Assessments, MOSL and The Gifted and Talented formative assessments and are all analyzed and used to inform and drive instructional practices and our instructional plan. The data reveals that ELLs used to perform lower on these assessments than the English native speakers in our building but in recent years are closing this gap and even outperforming their English Native Speakers. While an ELL may score an "Transitioning" or even "Expanding" level of proficiency on the NYSES LAT or NYSITELL they mat still be functioning below grade level on the early literacy assessments. ELLs are reading 1-3 years below grade level proficiency. It is noted by research the ELLs will require 3- years of language services to gain grade level proficiency. In content areas, the ENL teacher monitors the understanding of linguistically challenging material and uses...
a variety of phrasings and synonyms to clarify meaning. As students work toward proficiency in English academic content for all students, including ELLs is challenging. Engaging and presented through well developed learning strategies that incorporate the use of their native language, when applicable, cognates and ENL methodology and instructional practices to shelter language and make content across the curriculum more comprehensible without sacrificing academic rigor. In math, extra time and scaffolds are devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. ipads, smartboards, software, online tools, listening centers and other forms of technology are utilized to make learning accessible. These students also receive additional support in both reading and writing through small group instruction provided by the Coaches and staff members for testing grades 3-5. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of Common Core Performance Indicators, MOSL and Standardized assessments.

2. What structures do you have in place to support this effort?
Classroom teachers are required and scheduled to complete assessments and achieve benchmarks to guide instruction. The ENL teacher works with the Testing Coordinator to Administer The NYSESLAT to all eligible students in the spring, adhering to the Testing training, administration and scoring guidelines, within the assessment window set forth by The NYCDOE. Teachers from five District 13 schools, coordinate to train and score the NYSESLAT and scan documents. Classroom teachers and teachers of ELLs plan in coordinated team meetings scheduled in blocks to train, plan, score, and conduct RTI conferences and IEP meetings.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
3. We review and analyze all assessment data and consider trends. We examine how students are faring on standardized tests, whether they need academic intervention outside of RTI and analyze how long on average, it takes our ELLs to gain proficiency through the Freestanding ENL Pull-Out Model of instruction. The trend over the last few years is that ELLs across the board are improving using this model. Twenty to thirty percent are gaining proficiency in English in four years or less with intervention, RTI and ENL services. It has been noticed that over thirty-five percent, across all grade spans improve a level in one year. It has been noted that "Expanding" and "Commanding" students take longer to gain proficiency without second language support. The trend is that students remain at the Advanced and now Expanding level in at least one modality for two years before gaining proficiency. The ELLs perform better at tasks involving listening and speaking in class as well as on Assessments. When in small group settings with scaffolds and less peer influence, ELLs produce higher quality work. Occasionally, ELLs will jump two proficiency levels from Beginner to Advanced or Intermediate to Proficient using our current model. Our Science scores have helped our AYP. ELLs tend to score as well, if not better, on the Science than the ELL Periodic Assessments and the ELA.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The LPT team meets to discuss ELLs with IEPs within the first 20 days of enrollment. The team of principals, teachers, counselors and parents determines whether or not we proceed with the NYSITELL, Spanish Lab-R (if applicable) and implement the most appropriate educational plan and placement for the student based on the assessment results, previous educational records, physician records, parental recommendations and input. Interim assessments, progress monitors and report cards throughout the year, put in place by the local and state guidelines, help gauge student progress, tailor learning activities, create goals and maintain records.

5. How does your school use 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.]
5. In addition to the ENL screening and identification process, ELLs undergo RTI screening to determine whether or not they will meet benchmarks. If an ELL student shows deficiencies in literacy skills and academic competencies as a result of the screening, they are flagged as at risk and targeted for academic intervention. We aim to foster growth in the particular area of weakness through an RTI plan which include the language acquisition and development pieces. Additionally, periodic assessments and data are recorded for students in the RTI framework. The examination and analysis of the data is continuous
by classroom and ENL teachers, to work together during common planning and in PDs to tailor instruction for our ELLs. When progress is monitored, the expected rate of an ELL’s progress takes into account language development and educational history. Teachers and school leaders can use data to determine when it is necessary to adjust instruction for all ELLs. Knowledge of typical second language development and the student’s history of first and second language (e.g. educational background) is considered when setting benchmarks. Our school uses data to guide instruction with the Response to Intervention (RTI) framework for grades K-5. We use research based, Professionally taught, data driven instruction for all students, including ELLs at the Tier I, II, and III intervention levels, and incorporates language development to move ELLs and narrow academic gaps. The school uses available and current data of all standardized tests and MOSL to guide instruction for ELLs within the classroom and create the RTI plan for flexible grouping, needs for differentiation, intervention and small group instruction throughout the day. Data is considered when deciding what staff to group students with, to determine group sizes and to establish plans and implementation of instruction. During team meetings or RTI discussions educators brainstorm possible scaffolds, differentiated activities and instructional methodologies to provide ELLs with practice gaining proficiency in the particular area and demonstrating their growth, understanding or mastery of it. They aim to provide diverse methods to both teach it using the four modalities and have students gain mastery of it. The implications for the school’s LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (NYSITELL, ACUITY, Teacher Assessments, teacher anecdotals, SBST evaluations, informal observations and input, as well as students’ educational history and parental input). We utilize this data to guide instructional practices and programs and align Common Core State Standards within lessons to particular ELL needs within the Response to Intervention. Teachers will use data to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language. We observe needs for, additional support in listening skills for Newcomers. We include an increased use of technological programs such as Wilson’s Fundations in the lower grades, SmartBoards, ipads to help students build schema and make meaning of academic language. We use Learning Style Surveys to see how each individual, uniquely learns and strive to differentiate within content, ability levels, product and assessment measures. ELLs are encouraged to consider their various learning styles in project choice and in creating goals based on their NYSESLAT Modality Reports. We will determine ways to provide differentiated activities to accommodate diverse learning styles and students will be encouraged to use their native language to strengthen their literacy skills and transfer rules to their second language by using itranslate, ipad resources, classroom buddies, bilingual dictionaries, visual references, oral interpretations and written translations and other classroom resources.

6. What outcome assessments (e.g., NYSESLAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS).

6. The NYSESLAT data shows that 100% of ELLs in the upper grades 3-5 are at the Transitioning or above or levels according to the 2017 NYSESLAT-excluding new students to the building. Of all tested in 2017, every ELL made growth. While four “Advanced ELLs” from 2016 have remained ELLs at the ”Expanding” or “Commanding” levels. None, fell a proficiency level from 2016 to 17. Typically, the new admits, after being assessed by the NYSITELL come in with proficiency levels of Entering. An observation we have made this year is that students may be any level but perform better on the English NYSITELL than the Spanish assessment. In analyzing the available data from The NYSESLAT reports in September, one-third of the ELLs tested had the lowest modality score report of Writing, followed by reading. Aside from one kindergarten ELL and one third grade ELL, whose second lowest scores were in Speaking; students are mainly proficient in Speaking and Listening. According to The Measures of Teacher Practice the ENL teacher has a HEDI Rating of ”Highly Effective” in showing growth for State (All Grades, ENL). There is no pattern nor correlation between number of years or service, nor grade span in terms of student growth percentile. There is no correlation in the data between attendance percent and student growth percentile either, which is interesting. Students utilize the data to create goals in lowest modalities and to understand that although they are ENL students, all modalities are increasing incrementally. Students, with the ENL teacher analyzed their own data of the modalities, looked at their two lowest modalities and created individual S.M.A.R.T. Goals based on their data. Students were taught how to speak to and articulate the data. Students were taught to evaluate their strengths and weakness based on the data. The ENL teacher utilized the data to inform instruction and set IPC goals with the administrators. All students in the upper grades scored less than 50% on The ELA Benchmark for 2017. They performed slightly better on the ELL Periodic Assessment. The assessments will be analyzed by the ENL teachers and classroom teachers to inform instruction and the needs for classroom differentiation in lesson planning as well as Response to Intervention.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
We hold scheduled and required IEP meetings, annual and triannual mandate meetings, weekly SIT, LPT meetings, daily
teacher common planning meetings, PTA meetings every third Wednesday of each month, scheduled orientation meetings
within the first ten school days, quarterly parent teacher conferences, and weekly Parent Engagement evenings are in place
throughout the year to ensure the dissemination of our findings in order to evaluate and adjust our programs, consider the
addition/elimination of materials, staff and resources provided to students.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented
   as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students
   regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in
   one class]).
   a. Freestanding ENL program.
      a. As stated, the population of ELLs is a mixture of Entering, Emerging, Transitioning, Expanding and Commanding
         students in grades K-5. All Students are instructed solely in English, grade/level appropriately or by ELL level based on
         the spring 2015 NYSESLAT by means of differentiation in content, delivery, process and product. Services are
         provided by a dually certified ENL/English teacher two days a week in a Pull-Out setting with students working at
         individual levels, albeit at different age levels and supported through differentiated instruction. ENL is provided for
         180 minutes per week for Transitioning and Expanding students whereby the time slot is blocked for such
         mandates. The Commanding students receive .5 units of study per week in the said time block outlined for
         Transitioning and Expanding students and 360 minutes of ENL is blocked for our Entering and Expanding students
         through mixed grades as well as heterogeneous ENL levels broken up by Transitioning/Expanding and another of
         Entering/Emerging. Students travel together by their group. Support is offered through the ENL program utilizing
         strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding:
         modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build
         and help expand students’ prior knowledge and schema. Standardized test data through ACUITY, City and State
         formal, Predictive exams, and Teacher-made Assessments are all analyzed and used to inform and drive instructional
         practices of the classroom teacher and ENL provider. Students establish their individual goals and work toward
         mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self
         assessments. In content areas, the ENL teacher monitors the understanding of linguistically challenging material and
         uses a variety of phrasings, synonyms, cognates and visuals to clarify meaning.
   b. TBE program. If applicable.
   b. At this time we have Freestanding ENL and Dual Language French.
   c. DL program. If applicable.
      c. Dual Language ELLs are serviced in the ENL program depending on their proficiency level and their mandates with
         the ENL students by a dually certified ENL/English teacher. They receive the other language by a bilingual French
         teacher. Our ELLs in the Dual Language French program who are taught by a dually certified ENL/Common Branch
         teacher receive their ENL service through said teacher according to their mandates.

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)?
   a. Services are provided by a dually certified ENL/English teacher two days a week in a Pull-Out setting with students working
      individual levels, albeit at different age levels and supported through differentiated instruction. ENL is provided for 180
      minutes per week for Transitioning and Expanding students whereby the time slot is blocked for such mandates. The
Commanding students receive .5 units of study per week in the said time block outlined for Transitioning and Expanding students and 360 minutes of ENL is blocked for our Entering and Expanding students through mixed grades as well as heterogeneous ENL levels broken up by Transitioning/Expanding and another of Entering/Emerging. Students travel together according to their group.

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.

The core content is delivered in English through the ENL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students’ prior knowledge and schema. Standardized test data through ACUITY, City and State formal, Predictive exams, and Teacher-made Assessments are all analyzed and used to inform and drive instructional practices of the classroom teacher and ENL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ENL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings, synonyms, cognates and visuals to clarify meaning.

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

4. Pairing students with Bilingual paras when applicable, parent and student interviews and using the LAB-R to evaluate language dominance, buddying students with speakers of their native language and pairing students in intervention with bilingual teachers of their native language are measures we utilize to appropriately evaluate ELLs in their home languages.

5. 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

5a. PS 20 has no students who fall under SIFE, however the plan for students with interrupted education is to include them in the extended day reading and math sessions with groups and staff who speak their native language, place them, when possible with the bilingual paras, buddy them up with students who speak their native languages, and provide them with access to, and materials in their native language. We aim to provide them with technology class whereby they can access programs for translation and information in their native language. We would create individualized, student needs assessments and determine the need for RTI. We would find it necessary to provide Professional Development for staff in the new ALLA assessment to identify SIFE students, as well as in strategies that benefit the SIFE population. For SIFE ELLs, instruction is differentiated and scaffolding techniques are used in the classroom. The teachers have been trained in Q-TEL and implement the scaffolding techniques learned in their daily instruction. Because SIFE ELLs show more progress with hands-on activities, the teachers plan lessons that are project-based with native language support. Visuals and graphic organizers are used to support the SIFE ELLs. Differentiation in lessons include the planning, implementation, the visuals, videos, images for vocabulary, the student work products. All lesson plans are differentiated in some way to meet the needs of SIFE ELLs depending on the targeted CCLS. Picture dictionaries and bilingual glossaries are available in the classrooms. In addition, we have a subscription to a library of e books in English and Spanish in the Capstone Publishing, My Own Reader series. This series allows teachers to assess students’ lexile levels and matches them to SIFE-appropriate e books. These books are high interest, low reading level readers in English and Spanish. Some have audio recordings for additional support, where appropriate. This allows teachers to develop thematic units that increase in text complexity across a unit. This increases the reading comprehension skills of SIFE students. It also allows students the opportunity to read, both independently and with their peers, increasingly complex text.

5b. For Newcomers, or a student who enters school mid-year, it is our plan to include them in the support programs peer mediation on social skills periods and various software programs including but not limited to, Language First, Fundations and...
Rosetta Stone. We incorporate test-taking skills into the built-in technology schedule. We gather formative data and summative assessments and provide the following resources to facilitate the transition: An informal Student Orientation/Welcome Back Assembly is recommended and we utilize a Buddy system, identifying a similar student in his/her class that will assist during the day. An informal assessment is conducted to identify possible Academic Intervention needs. The Parent Coordinator and Principal make attempts through memos, conversations and invitations for an open “Home/School” communication. Classroom teachers and peers guide them through The 7 Habits and The Leader in Me Process.

5c. ENL students receiving four to six years of service at PS 20 are involved in at least one of these programs, if not all of the following. The assessment for, and creation of an AIS plan with emphasis on the literacy and math components. Grade appropriate instructional support materials and scaffolds in the General Ed classroom and in the Pull-Out ENL classroom, plus Differentiation of instruction across the content areas.

5d. For Long Term ELLs, the above remediation is encouraged and recommended. ELLs continuing to need academic support will receive a PIP, personal intervention plan, developed by the AIS team. An analysis of their scores on the current assessments, the NYSESLAT, ELA and Math assessments will be done to assess their needs. They will receive full services in the Pull Out model in ENL and continue to receive AIS services if targeted by The SIT Team/Intervention Team. Our action plan for Long Term ELLs is an academic program, targeting reading and writing at least three days during the week, monitoring the progress of students in all content areas to differentiate instruction for literacy needs, extended day reading and math sessions to promote academic language and skills and an increased, active involvement in The Leader in Me process. Differentiation in lessons include the planning, implementation, the visuals, videos, images for vocabulary, the student work products. All lesson plans are differentiated in some way to meet the needs of Long Term ELLs depending on the targeted CCLS.

5e. Transitional ELLs' progress is monitored by the ENL provider via conferencing with the classroom teacher. The students are periodically pulled out on an "as needed" basis to complete projects, get provided extended time, separate small-group setting, or provided small-group or one-one instruction in the ENL classroom. In science the Cookshop program has added intervention for ELLs. For the Transitional students there is still an emphasis on differentiation in the General Ed classroom, reducing, yet still providing some support through necessary scaffolds, monitoring of students by the ENL teacher, Academic Intervention in small group, instructional settings, differentiation across the content areas, and technology elective. Commanding students are entitled to Testing Modifications and 90 minutes of Integrated ENL for an additional two years. This can and must be provided by a dually certified teacher or through on integrated program with an ENL provider and Common Branch teacher. Former ELLs that have reached Commanding Level students receive 90 minutes of ENL instruction per week for up to two years after exiting ELL status but are no longer required to take the NYSESLAT exam each spring.

6. 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?

6. We utilize flexible scheduling to create flexible groupings, small group instruction and provide additional supports to ELLs SWDs. Additional support is provided by pairing students with appropriate staff members for intervention, as previously mentioned with individuals who share the same native language. Assessment data is analyzed to guide instruction and students' growth and progress, monitored to inform instructional decisions about flexible grouping and decategorization and "partial mainstreaming" of students, in order to ensure their educational rights are met within the least restrictive environment. The native language is supported and used as a cultural resource by providing students opportunities to use native language in discussions, dramatic play, and other workshops, as well as supported through multi-lingual libraries, and the use of the internet and technology in native languages.

Some instructional strategies used to assist ELLs in need of intervention are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, computer software programs and built-in intervention programs within the school day. The math and literacy coaches have scheduled periods throughout the day to work with level
1 and 2s in math and ELA. Support is offered through the ENL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students’ prior knowledge and schema. In math, extra time is devoted to untangling difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension for ELLs. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Jump Start held Monday-Thursday from 8:00-8:38 am. The Leader in Me process is implemented through lessons in the ESL classroom. Standardized test data through TC Leveled Texts, LAB R, NYSESLAT, ACUITY, City and State formal, Predictive exams, and Teacher Made Assessments are all analyzed and used to inform and drive instructional practices of the general education teacher and ESL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ESL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings and synonyms to clarify meaning as students work toward proficiency. Building-wide, teachers have been trained in The Leader in Me. The ENL teacher is in PS 20 three days a week.

7. 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?

7. Staff schedules and meets with the LPT Team and parents within the first 20 days to discuss potential ELLs with IEPs. The SIT Team places the student in the least restrictive instructional environment based on the school's program, staff and licensure. We use flexible scheduling to ensure that students mandates and needs are met according to their IEP and ENL mandates. Currently our four ELLs with IEPs are in ICT/General Ed classrooms. They are pulled out to receive ENL services and other services such as O.T., Speech and Language, P.T. and SETSS. Schedules are created by The SIT Team Members and Service Providers so that services do not conflict.

8. 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.

8. The intervention services are offered in English with support, when possible with a student's Native Language. The ENL population of ELLs is a mixture of Emerging through Commanding students. All Students are instructed grade/level appropriately or by ELL level, based on the spring NYSESLAT by means of differentiation in content, delivery, process and product. Services are provided by a dually certified ENL/English teacher two days a week in a Pull-Out setting with students working at individual levels and supported through differentiated instruction. The RTI specialists and classroom teacher target students in need of intervention and provide them with small group assistance and differentiated instruction and strategic methods. Support is offered through the ENL program utilizing strategies of sheltered English, TPR, and differentiation based on item analysis of available assessments. Scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognition are also used to build and help expand students’ prior knowledge and schema. Standardized test data through ACUITY, City and State formal, Predictive exams, and Teacher-made Assessments are all analyzed and used to inform and drive instructional practices of the classroom teacher and ENL provider. Students establish their individual goals and work toward mastery with the support of scaffolds, visuals, differentiated instruction, small group instruction and self assessments. In content areas, the ENL teacher monitors the understanding of linguistically challenging material and uses a variety of phrasings, synonyms, cognates and visuals to clarify meaning. As students work toward proficiency in English, academic content for students is challenging, engaging and presented through well developed learning strategies in the classrooms and extended day programs that incorporate the use of their native language, when applicable, cognates and ENL methodology and instructional practices to shelter language and make content across the curriculum more
comprehensible without sacrificing academic rigor. In math, extra time is devoted to the untangling of difficult word problems, and students are required to make verbal explanations of these problems to encourage writing in the content areas and metacognition. In Social Studies, teachers scaffold their instruction with visual aids such as maps, atlases, images through technical means and illustrations to increase comprehension for ELLs. These students also receive additional support in both reading and writing through small group instruction provided by the various staff members. Small group instruction for lower grades may focus on moving the child toward grade-level proficiency and state recognized benchmarks of proficiency of English language skills in speaking, listening, reading and writing as well as reading components such as, phonemic awareness, phonics, letter recognition, comprehension and critical thinking skills through Remediation, The Leader in Me strategies and philosophy building-wide.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

9. Adjustments and improvements to our program this year include: we recognized a need for an on-site bilingual interpreter for new parents and hired a bilingual English-Spanish "Office Manager", we will continue to strongly target language development across the grades and content areas, creating opportunities for active, meaningful engagement and written opportunities for publishing and using academic language, to provide additional support in listening skills for Newcomers, including increased use of technological activities on the SmartBoard and ipads in the classroom, utilize ACUITY individualized practice tests in math and ELA, continue assessing and analyzing data for small group Academic Intervention classes in ENL to target language modalities according to their needs, provide Academic Intervention Services for "the bottom third" students performing below grade level during the school day as well as extended hours, and implement scaffolding strategies learned in Professional Development Workshops in content areas.

The school is working to improve "Needs Assessments" for Parents, Parental Involvement for second language parents, the gardening program in conjunction with GrowNY as well as fine tune The Leader in Me process. We hope to grow our dual language program by one grade a year. We will continue growing our DL Program into the next grade. We will continue and improve our Studio in Art and Band electives to foster the Arts, we will promote Health and Wellness through fitness activities while including parents and the community. We will strive to involve parents in scheduled parent workshops and training sessions during Parent Engagement time blocks. We will strive to create an interactive website for parents which allows for more accessibility and communication between parents, teachers, data and the school environment. We will improve our parent outreach through parent surveys, feedback and discussions that are on-going throughout the year.

10. If you had a bilingual program, what was the reason you closed it?

10. No programs for ELLs will be discontinued at this time.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

11. In order to support learning and foster community involvement, PS 20 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are encouraged through bilingual letters/School Calendar to attend all: assemblies, arts programs, Band performances, scholarship programs, contests, auctions, fund raisers, holiday events, Spring Flings, art exhibits, showcases, awards assemblies, Open School Nights, B.E.A.R. Day, Field Days, field trips and incentive activities whether they are embedded within the framework of the school day or extended day or on weekends. All ELLs are embraced and celebrated at PS 20 and invited to participate in and attend all school-wide events that are afforded to every other child at PS 20. Activities to assist new ELLs are: registration day information/Literature, Welcome Back Assembly, invitation to orientation. Translation and Interpretation Services are offered to increase the involvement of parents in the program. Additional funding is available to translate important policy documents. Native language support is provided through a buddy system. Other interpretation is offered through bilingual staff members, a bilingual "Office Manager", a multilingual library when necessary and bilingual dictionaries, listening centers and Ipad Software and applications. Translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City, done by the school’s Language Acquisition Coordinator, if they cannot be accommodated by members of our staff. This is accessible by telephone contact or internet. The persons responsible for accessing translators or interpreters would be the Parent Coordinator, The Language Acquisition Coordinator or the PS 20 Administrators. Translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit in Long Island City. Translators for parents at any school wide event are available upon request and would be contacted through the Translation and Interpretation Unit’s direct connection with a language line @ 1-855-249-9103.
What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials available for general education students are available to all ELLs. The Freestanding ENL program does not use a particular text, but encourages literacy instruction as an element within the framework of The Common Core State Standards and curriculum maps. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of “non-fiction” materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments have included: Attanasio and Associates Getting Ready for the NYSESLAT and Beyond, New York State Coach: ELA, New York State Coach: Mathematics, The Leader in Me, Fundations, Passport Voyager, Leap Frog and The Wilson Program.

The ENL teacher utilizes her Teacher’s Choice funds and much ‘out of pocket’ expense to supplement the ELL classroom and provide multi-sensory learning experiences and project-based learning ie. paints, modeling clay, plaster of paris, pumpkins, apples, baking materials and ingredients, hot plates, crock pots, technology hardware (ipad), that make the educational program comprehensible to ELLs. The technology, art, science, music and physical education electives are embedded in the ELL student schedules. Additional support provided to the ELLs at PS 20 consists of paras in the ICT classrooms.

The instructional materials to be utilized this year are EngageNY, Envisions Math and Ready Gen ELA. Supplemental Materials include: Responding to Literature Writing and Thinking Activities, Strategies for Understanding Non fiction, Six Traits Writing. All prescribed programs are compatible with the SmartBoard which is accessible in most classrooms. itranslate and bilingual software applications are used on the ipads of Common Branch teachers and the ESL teacher. Students are enrolled from grades 2-5 in a Standards based Technology elective. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of “non-fiction” materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core Standards and information compiled through data analysis.

How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

ELLS are embraced and celebrated at PS 20 and Native language support is embedded in the programs and procedures such as: Family Celebrations/Assemblies, the Spanish Lab-r, Standardized tests in native languages, parent brochures, and cultural field trips. The materials selected and utilized for instruction are aligned with the State and City ENL Standards and Common Core State Standards as well as information compiled through data analysis. Student diversity is respected and celebrated through the support of their native language development and heritage, through celebrations, research, arts, dance, multi-lingual libraries, itranslate programs on the iphone and ipads. At PS 20 events, the school and community can come together to recognize student achievements in attendance, cultural arts and academics. Native language support is provided through a buddy system, interpretation offered through bilingual staff members, a multilingual library, bilingual dictionaries, NYU Steinhardt glossaries and listening centers. Parent Workshops and conferences through the OELL and NYC are advertised and posted by fliers in Native Languages and encouraged by our school via the Parent News Bulletin Board.

Starting in Kindergarten, students take books home in the native language to read independently. In addition, students struggling with vocabulary development are encouraged to take home a variety of books/texts for their parents to read aloud in their native language. The Dual Language program also incorporates aspects of the French national curriculum to challenge advanced French-dominant students in their native tongue, especially in phonics, spelling, grammar and vocabulary. Native language support is fostered through Concerts and Assemblies whereby students demonstrate their fluency through songs and performances.

Our ENL teacher supports native language development by sending books home in Spanish (our dominant language other than French), providing phonics flash cards and games in Spanish to take home, and giving the Scholastic magazine “Que Tal?” to
Spanish speakers to take home and read with their families. Children can also watch instructional videos and language learning support in French, German and Spanish through Scholastic on www.maryglasgowplus.com. New purchases of Star Fall and Rosetta Stone to use with Immigrants are purchased through The Immigration Fund.

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

14. Students are registered, tested (NYSITELL based on age appropriate grade level) and placed in age and grade appropriate levels as per CR Part 154 mandates. Students are tested with standardized tests, end of chapter tests and challenged with work based on their appropriate grade. All their required services are scheduled and based on the age appropriate grade and group they travel within. Lessons may be differentiated based on a student's ability, performance or ELL level of English proficiency.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

15. The instructional materials available for general education students are available to all ELLs. The Freestanding ESL program does not use a particular text, but encourages literacy instruction as an element within the framework of The Common Core State Standards and curriculum maps. Other materials such as: visuals aids, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art materials are included for language development. The use of “non-fiction” materials is aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and information compiled through data analysis. Purchased materials used to familiarize students with various state assessments have included: Attanasio and Associates Getting Ready for the NYSESLAT and Beyond, New York State Coach: ELA, New York State Coach: Mathematics, The Leader in Me, Fundations, Passport Voyager, Leap Frog and The Wilson Program.

The ESL teacher utilizes her Teacher’s Choice funds and much 'out of pocket' expense to supplement the ELL classroom and provide multi-sensory learning experiences and project-based learning ie. paints, modeling clay, plaster of paris, pumpkins, apples, baking materials and ingredients, hot plates, crock pots, technology hardware (ipad), that make the educational program comprehensible to ELLs. The technology, art, science, music and physical education electives are embedded in the ELL student schedules. Additional support provided to the ELLs at PS 20 consists of paras in the ICT classrooms.

The instructional materials to be utilized this year are EngageNY, Envisions Math and Ready Gen ELA. Supplemental Materials include: Responding to Literature Writing and Thinking Activities, Strategies for Understanding Non fiction, Six Traits Writing. All prescribed programs are compatible with the SmartBoard which is accessible in most classrooms. Ittranslate and bilingual software applications are used on the ipads of Common Branch teachers and the ESL teacher. Students are enrolled from grades 2-5 in a Standards based Technology elective. Some instructional strategies used, but not limited to are: modeled talk, scaffolding activities, use of visuals, informational charts, graphs, graphic organizers, audio-visual materials, hands-on art experiences with language development, and use of “non-fiction” materials aligned to the ELA exam. The materials selected and utilized for instruction are aligned with the State and City ESL Standards and Common Core Standards and information compiled through data analysis.

16. 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).

16. Newly enrolled ELLs are greeted by a bilingual "Office Manager" upon arrival, they are paired up with a classroom buddy and also a staff member who shares their common native language. We pair students with bilingual paras when necessary. we enroll new ELLs in scheduled periods of the arts and foreign language electives whether by community based partnerships like GrowNY and Studio in Art or in-house French class. They are welcomed by our Parent Coordinator who provides them a tour of the building. The guidance counselor provides them their class and schedule. The ENL provider makes their acquaintance and completes a language interview and brief questionnaire.

17. What language electives are offered to ELLs?

17. The French elective is offered at PS 20.
18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   a. The Dual language model used in the school’s K-2 grade French program is self-contained. The emergent literacy taught is sequential. In the morning lessons are taught in French and in the afternoon Math is done in English, along with all other afternoon lessons. All afternoon lessons are taught in English, as are all lessons taught by specialty teachers. Out of the 28 periods during which these students are with their classroom teacher (not including lunch, specialty teacher classes, and Friday clubs), half are taught in French and half are taught in English.
   b. Reading and Writing and routines in content areas are taught in French, whereas content areas of Math, Science, Social Studies and Specialty classes are taught in English.
   c. At PS 20 we believe that students acquire language, knowledge and build schema through experiences with children their age and therefore do not linguistically separate them. Students receive 50% of their instruction in French and 50% of their instruction in English from the classroom teacher. In the Kindergarten dual language classroom students are instructed in French in the morning and English in the afternoon. On alternate days, this switches to the alternate language in the am. and the reverse in the pm. Native language arts and social studies are taught in French; English language arts and math are taught in English. 20-30 minutes/day are devoted to Math in French and Social Studies in English to support academic language development in the second language. Language Arts is integrated with Social Studies and Science to encourage higher academic vocabulary acquisition and use. Specialty subjects are taught in English, such as Art, Science, and P.E. Music is taught in both French and English in the Kindergarten dual language classroom. All students have a specialty class once a day.
   d. Dual Language Model: Because we strongly believe in first, the development of native language literacy and then second language literacy, our program has a self-contained dual language class in K. Students alternate between one class and the other on an alternate day schedule. e. Sequential Bi literacy: PS 20 follows a sequential bi literacy approach fostering native language literacy first and the second language literacy next. The French dominant students learn to read in French first, and English dominant students learn to read first in English.

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**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 and non-pedagogic staff.) 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?

   1. Professional development is provided so that ENL teachers can participate in 50% of PD deriving from workshops in ENL instruction and strategies conducted by school staff, outside Professional Development Associations and Conference Organizations, the OELL and the CFN. Staff training comes through inter-school visitation and after school PD/workshops. Teachers of ELLs are expected to be trained in The Charlotte Danielson Framework, The Leader in Me Process, and Scaffolding Nonfiction for ELLs. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings/training is open to all staff, grade-level meetings, ELL News on the
Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. This PD is documented by agendas and attendance rosters kept in the administrator’s binder. The ENL teacher is involved in departmental meetings when in the building, PTA and SLT meetings, Professional Development days and grade conferences, where the ENL teacher, provides information using researched based strategies for assisting ELLs in the General Education classroom via an organized PD Development binder provider by DOE ELL Instructional Support Personnel. Teachers are required to maintain a professional development section in a Data binder with certificates of attended Professional Development. Teachers are encouraged and required to maintain records and hours of accumulated PD.

2. 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.

2. Professional development opportunities offered to teachers of ELLs who must receive 15% in ENL strategies are anything from The Office of English Language Learners, The Leader in Me Process, Nuts and Bolts for Teachers of ELLs, Scaffoldings in the Content Areas, Differentiations in the ENL Classroom, NYSESLAT training, LAP training, Smartboard Instruction, PowerPoint, Inspiration, Creating Web Pages, Inquiry Training, Cookshop and Cookshop for Families, Teachers' College Workshops for ELLs, Envision Math and Ready Gen.

Professional development is provided by school staff, outside agencies, The Leader in Me, UFT and The DOE. Teachers of ELLs are monitored and relieved to attend 15% of their total hours in Professional Development for fostering the learning of ELLs. The ENL Provider attends 50% of their total hours in PDs for ELLs. Hours for ELL training is provided to classroom teachers through faculty meetings, administrative meetings, Jose P Training, CFN meetings. This training is open to all staff, grade-level meetings, ELL News on the Agendas, ATS news, LAP meetings and by providing the LAP in the main office, Building-wide PD, and through coaches meetings. This PD is documented by agendas and attendance rosters kept in the administrator's binder or Teacher’s Portfolios. The ENL teacher is involved in departmental meetings when in the building, PTA meetings, Professional Development days and grade conferences, where the ENL teacher, provides information using researched based strategies for assisting ELLs in the general Education classroom via an organized PD Development binder provider by DOE ELL Instructional Support personnel. Teachers are required to maintain a professional development section in a Data binder with certificates of attended Professional Development. For school staff we provide in-service within the school’s Professional Development program with the focusing on the literacy needs of our ELL population. Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments. Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible. The Leader in Me Training is pertinent to all teachers of ELLs. Support Personnel Workshops taken by teachers on our staff have included: Scaffolding in the content areas, Differentiation in the ENL classroom, and ESL in the Mathematics classroom. Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers. These include but are not limited to: Passport Voyager for Academic Intervention, Arts in Education, Scoring and training experience for NY State Assessments grades 3-8, AVID trained and Certified (AVID Eastern Conference, Newport News, VA,), Technology: PowerPoint, Inspiration, Creating Web Pages, NYSESLAT training, Inquiry training, IRIS training. ACUITY, OELL Study Groups on Differentiated Instruction, Marv Marshall: Effective Discipline, Marie Carbo: Learning Styles, Nancie Atwell: Reading and Writing Workshop, Teachers’ College Workshops for ELLs, STRP Reading, Reading in the Content Area, Lee Canter: Assertive Discipline, Cooperative Learning, Gap Analysis, Cookshop, Cookshop for Families and The Leader in Me training.

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?
1. During Parent Involvement from 2:40-3:20 one day a week, parents of ELLs may come and meet with individual classroom teachers, the ENL provider and Parent Coordinator to discuss grades, progress, language proficiency results of The NYSITELL or NYSESLAT modalities and how they affect the teaching and learning of their children. There are provisions for translation through in-house staff members when available or through The Translation and Interpretation Unit mentioned above. Parents are invited to all assemblies, performances, PTA meetings and outreach events hosted by the school. We track meetings school-wide through "The Parent Meeting Attendance" document.

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

2. In order to support learning and foster Parental Involvement, PS 20 utilizes a portion of funding to create supplementary programs for ELLs and their families to enjoy and participate in. ELLs and their parents are invited through bilingual letters/School Calendar and a monthly PTA newsletter to attend all: Parental Involvement-teacher meetings after school, assemblies, arts programs, band performances, scholarship programs, contests, auctions, fund raisers, holiday events, Spring Flings, art exhibits, showcases, awards assemblies, Open School Nights, B.E.A.R. Day, Field Days, Learning Parents, Learning Partners, Dads Bring your Child to work Day, field trips and incentive activities whether they are embedded within the framework of the school day, extended day or on weekends. All ELLs are embraced and celebrated at PS 20 and invited to participate in and attend all school-wide events that are afforded to every child at PS 20. Parents are encouraged by administration, teachers, support service providers, the parent coordinator and our student body to become active learning partners in PS 20 through parent workshops offered through the Board of Education, Community Agencies and PS 20. ELL parents are invited to all activities, meetings, Science in the AM Program, B.E.A.R., extended day social activities, a community/school Karaoke event and School-wide events like The annual Curriculum Showcase. Through assemblies, calendars and letters we encourage them to attend workshops, PD, Parent Fairs, guidance counselor discussions on community-based programs/offerings and Middle School placement, and Balanced Literacy for ELLs workshops. The PS 20 binder, consisting of the school events fliers is located in the main office, on the counter. The programs in place for parents are: Learning Leaders, Parents as Learning Partners, Workshop on: Foster Care, Finance, Banking and Educational Savings Plans, Living Wills, B.E.A.R., Science Partners, and NY Grows and Family Workshops offered by The United Federation of Teachers. Activities to assist new ELLs are: registration day information/literature, Welcome Back Assembly, invitation to orientation. We are considering hosting a "Parents Focus Group" to foster parent-school involvement.

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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Lena Barbera, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Ms. Lena Barbera</td>
<td>Principal</td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Ms. Helene Fiorentino</td>
<td>Assistant Principal</td>
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<td>1/1/01</td>
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<tr>
<td>Ms. Karen Colon</td>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
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<tr>
<td>Ms. Sheila Quinn</td>
<td>ENL/Bilingual Teacher</td>
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<td>1/1/01</td>
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<tr>
<td>Ms. Villalobos</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Ms. Corinne Apton</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ms. Teagle</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Ms. Winsome Richards</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Ms. Deborah deShong</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Ms. Barbara Freeman</td>
<td>Superintendent</td>
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<td>1/1/01</td>
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<tr>
<td>Field Support Center Staff Member Bernedette Fitzgerald</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 13k  School Name: The  Superintendent: 

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   All newsletters and fliers are sent home in a bilingual format (English/Spanish). Several bilingual school personnel act as translators. Parents are entitled to language translators when necessary as per Chancellor’s Regulations. Communication is posted in main office as per translation and interpretation guidelines. Parents are surveyed through DOE "Prefered Language Form" as to their language preference for correspondence. Information is recorded on Appendix K of The EPIC Tool Kit on a poster in the main office and hard copies of parent information, choice and data are compiled, kept and compared by the ENL teacher, the Parent Coordinator, and the Pupil Secretary.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Spanish 5, Bangali, Arabic 2, French 3, Mandarin 1, Creole 1</td>
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</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Parent Brochures for program entitlement, Parent Choice, and Program selection forms, school calendars, Assembly invitations, PTA newsletters and events fliers.</td>
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</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
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<tbody>
<tr>
<td>At registration parents are given The Preferred Language forms and The Home Language Survey and asked to indicate on the two forms what their preferred language of correspondence is. Parents are shown in the initial orientation with the ELL provider how to access and utilize the DOE website and what is available under Offices and Programs for ELL parents. Parents are guided through the website and shown various community organizations and outreach programs as well as where they</td>
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</table>
can go for translation and interpretation needs. Parents are provided newsletters and helpful tips off the DOE website at the welcome table at the first Curriculum Night in September and met by the ENL service provider. Each classroom teacher addresses the needs of parents at the initial Curriculum Night in September with a schoolwide survey on meeting their needs and concerns for a positive and open exchange to start the year. These needs are addressed and at PTA meetings and Showcases, it is the expectation that the initial surveys are monitored and revisited in a "How are we doing?" format. Documentation for translation and interpretation through Long Island City is available at the website: intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services by downloading and disseminating a copy of the Bill of Parent Rights and Responsibilities and Parents’ Guide to Language Access in their language of need as made available by the Office of Translation and Interpretation. The school will also have Welcome Posters in each of the most prominent covered languages, including in English, in those languages which may not be covered by the Office of Translation and Interpretation, indicating the availability of interpretation services. Furthermore, the school’s safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school’s administrative offices solely due to language barriers. A Language ID Guide will be kept at the security desk and main office. All notification documents can be found at the Translation and Interpretation Unit’s intranet site: intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

At registration parents are given The Preferred Language forms and The Home Language Survey and asked to indicate on the two forms what their preferred language of correspondence is. Parents are shown in the initial orientation with the ELL provider how to access and utilize the DOE website and what is available under Offices and Programs for ELL parents. Parents are guided through the website and shown various community organizations and outreach programs as well as where they can go for translation and interpretation needs. Parents are provided newsletters and helpful tips off the DOE website at the welcome table at the first Curriculum Night in September and met by the ENL service provider. Each classroom teacher addresses the needs of parents at the initial Curriculum Night in September with a schoolwide survey on meeting their needs and concerns for a positive and open exchange to start the year. These needs are addressed and at PTA meetings and Showcases, it is the expectation that the initial surveys are monitored and revisited in a "How are we doing?" format.