



**IS 220
JOHN J. PERSHING**

20K220 CEP 2009-10 FINAL

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL:	20K220
ADDRESS:	4812 9TH AVENUE BROOKLYN, NY 11220
TELEPHONE:	718-633-8200
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 220 **SCHOOL NAME:** JOHN J. PERSHING

DISTRICT: 20 **LSO NAME/NETWORK #:** Integrated Curriculum & Instruction

SCHOOL ADDRESS: 4812 9TH AVENUE BROOKLYN, NY 11220

SCHOOL TELEPHONE: 718-633-8200 **FAX:** 718- 871-7466

SCHOOL CONTACT PERSON: LORETTA WITEK **EMAIL ADDRESS:** LWITEK@SCHOOLS.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

NINA COMANTO

PRINCIPAL

LORETTA WITEK

UFT CHAPTER LEADER

LISA BALDASSANO

**PARENTS' ASSOCIATION
PRESIDENT**

KATEBA ELROWMAIN

STUDENT REPRESENTATIVE
(Required for high schools)

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT**

KARINA COSTANTINO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s*; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Loretta Witek	*Principal or Designee	
Lisa Baldassano	*UFT Chapter Chairperson or Designee	
Kateba Elrowmain	*PA/PTA President or Designated Co-President	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lucille Rosato	DC 37 Representative, if applicable	
	Student Representative, if applicable	
-Nina Comanto	SLT Chairperson	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

John J. Pershing Intermediate School I.S. 220 is a school committed to excellence. Our mission involves "Building a Foundation for Success-One Student at a Time".

I.S. 220 is an urban-public middle school that provides education for 1286 6-8th grade students from District 15 (Park Slope/Sunset Park) and District 17 (Crown Heights/East Flatbush) as well as from District 20 (Bensonhurst/Bay Ridge/Boro Park).

Our mission will be achieved through high expectations and standards of academic excellence for all of our students. Through collaboration with teachers, sharing best practices, high quality standards, differentiated instruction, a nurturing environment and developing social and technological skills necessary for students to become productive members of society, our ultimate goal is to create a community of life long learners.

The leadership team, composed of parents, the parent coordinator, teachers, coaches, the data specialist, and administrators, meet regularly to develop the school's Comprehensive Education Plan (CEP). The team works with staff in aligning the school's mission to its CEP and provide our students with rich instructional programs. Extracurricular activities complete a well rounded adolescent, and activities such as our championship winning track team bring citywide honor to our students as well as to our school.

Pershing offers a spectrum of special academic and support programs. These include an early morning literacy and math intervention program as well as a early morning sports program (CHAMPS), core subject support during extended day AIS Program, the Superintendent's Program in the Medical Sciences, an Academy of Environmental Science and a School of Architecture and Math." Eligible students are enrolled in Math, Spanish and Science Regents classes. John J. Pershing has incorporated the arts into our academic program. The school has partnered with Dancing Classrooms.

Pershing has formed partnerships with community and business organizations such as Maimonides Medical Center and the Brooklyn District Attorney's office, enhancing its instructional program and providing opportunities for students to explore a variety of careers. Programs are also sponsored by Music Theatre International (MTI), Lutheran Medical Center, The Guidance Center of Brooklyn and the Chinese Planning Council, (Beacon Program), the New York Philharmonic Smart Arts Academy, and many other extracurricular programs geared toward our adolescent students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	J.H.S. 220 John J. Pershing						
District:	20	DBN:	20K220	School BEDS Code:	332000010220		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		93.2	93.8	94.6
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		92.3	90.4	91.1
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		83.8	86.7	88.5
Grade 6	418	382	370	Students in Temporary Housing - Total Number:			
Grade 7	449	464	421	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	438	421	484		1	7	24
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		128	128	129
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Total	1305	1267	1275				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	34	35	43	Principal Suspensions	96	76	157
# in Collaborative Team Teaching (CTT) Classes	19	22	43	Superintendent Suspensions	31	16	21
Number all others	73	79	88	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	182	129	70	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	240	297	372	Number of Teachers	87	90	97

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	15	0	17	Number of Administrators and Other Professionals	12	14	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	7	8	5	% fully licensed & permanently assigned to this school	100.0	98.9	99.0
				% more than 2 years teaching in this school	71.3	71.1	68.0
				% more than 5 years teaching anywhere	65.5	64.4	55.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	85.0	86.0	82.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.5	96.6	93.6
American Indian or Alaska Native	0.1	0.3	0.0				
Black or African American	2.5	1.4	2.0				
Hispanic or Latino	51.0	52.1	49.6				
Asian or Native Hawaiian/Other Pacific Isl.	38.3	39.5	41.3				
White	8.1	6.7	7.1				
Male	52.0	51.5	52.9				
Female	48.0	48.5	47.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 3						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	Restructuring Y 3			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-	-			
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	-			
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	66.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	39.2						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	1.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

Summary of School Performance Trends

After reviewing data, including the School Report Card, the following trends have been determined:

- Population trends show a decrease in recent enrollment from 1320 students in 2008 to 1289 in 2009.
- Increase of number of students at level 3-4 on ELA Test from 385 in 2006 to 608 in 2009.
- Increase of number of students at level 3-4 on Math Test from 470 in 2001 to 932 in 2009.

Highlights

- Reduction of level 1 students in ELA from 120 in 2006 to 56 in 2009.
- Reduction of level 1 students in Math Test from 230 in 2001 to 44 in 2009.

Math

20K220	All Grades	2006	1,359		230	16.9	516	38.0	500	36.8	113	8.3	613	45.1
20K220	All Grades	2007	1,206		126	10.4	400	33.2	531	44.0	149	12.4	680	56.4
20K220	All Grades	2008	1,256		90	7.2	344	27.4	648	51.6	174	13.9	822	65.4
20K220	All Grades	2009	1,261		44	3.5	285	22.6	706	56.0	226	17.9	932	73.9

ELA

20K220	All Grades	2006	1045		120	11.5	540	51.7	368	35.2	17	1.6	385	36.8
20K220	All Grades	2007	1107		135	12.2	584	52.8	380	34.3	8	0.7	388	35.0
20K220	All Grades	2008	1102		70	6.4	569	51.6	460	41.7	3	0.3	463	42.0
20K220	All Grades	2009	1114		56	5.0	450	40.4	593	53.2	15	1.3	608	54.6

	Math				Math		
	# of Students						
	Level 1	Level 2	Level 3	Level 4	Mean Score [Raw]	Mean Score [Scale]	Total Num. of Students
6	7	20	184	84	34	682	295
7	27	74	194	88	31	670	383
8	9	89	258	69	31	668	425

Race/Ethnicity	ELA					
	# of Students					
	Level 1	Level 2	Level 3	Level 4	Total Num. of Students	
American Indian or Alaskan Native	0	0	1	0	1	
Asian or Pacific Islander	22	132	233	14	401	
Black	0	7	13	2	22	
Hispanic	5	229	287	7	528	
White	1	25	43	1	70	
	totals	28	393	577	24	1022

Race/Ethnicity	Math					
	# of Students					
	Level 1	Level 2	Level 3	Level 4	Total Num. of Students	
American Indian or Alaskan Native	0	0	1	0	1	
Asian or Pacific Islander	2	30	265	177	474	
Black	1	5	10	6	22	
Hispanic	33	135	318	48	534	
White	7	13	42	10	72	
	43	183	636	241	1103	

School-wide Priorities for Improvement for 2009-10

- Increase our community and collaborative culture,
- Increase our teachers ability to infuse technology into their lessons
- Continue our support for our ELL in mainstreamed English language classes.
- Increase parental involvement in learning affairs and school involvement
- SLT found that children under the Hispanic student group has under performed all other subgroups for the past three years
- SLT found that children under the ELL, Advanced ELL and SWD student groups has under performed all other subgroups for the past three years.
- SLT found that children under the Hispanic student group has under performed all other subgroups for the past three years

Overview of Instructional Programs and Special Initiatives

To enhance student success ratios and raise accountability benchmarks IS220 is committing to the schools bottom lines for success, which make a large part of academic rigor.

- Looking at data/student work – teachers will collaborate with other teachers to analyze and interpret student data to service students’ needs.
- Infusing the workshop model – Teachers will use the workshop model to enhance student outcomes and participation.
- Reading/Writing in the Content Area – Reading and Writing will be used across the curriculum and content areas to narrow the gap between the written and oral word.
- Grading Policy – Teachers will incorporate the application of rubrics for student work; the use of portfolios for assessment; the use of raw and scale scores as an assessment to classify student levels; and the use of departmental exams across the grades.

The greatest accomplishments over the last couple of years:

- a. Integrated the use of Scantron Performance Series formative at the beginning, middle and end of the school year.
- b. Integrated formative assessments to support and promote findings mention above
- c. Customized instruction and learning to students needs and learning styles.
- d. Established communications between academic teachers and school-wide practitioners to look into individual benchmark test scores to increase value added instruction for the child.
- e. Continuation of instructional best practices strategies (workshop model, print rich classrooms, word walls, etc.) that have contributed to overall improved student achievement and effective instructional practices.
- f. Provided intensive academic intervention services to students who are at Level 1 and low level 2 students:
 - WRAP Assessment to gauge fiction reading level and apply to non fiction
 - Great Leaps for reading and mathematics
 - 37 ½ Minute Instruction
 - Participation in after school/Saturday Academy Programs
- g. Increased the amount of Content Area books to enhance modeling, understanding and reasoning for all students in particular our ELL population.

- h. The continuous practice of using pacing calendars for each grade level (6th, 7th and 8th) so as to provide an uninterrupted continuum of instruction benchmarked after the State Content Grade Test.
- i. The continuous use of data from NY START, ARIS databases as well as Scantron Performance Series and Acuity assessments to generate continuous improvement cycles and emphasis on students' strengths and weaknesses.
- j. Continual use of computer labs and library services to support/deepen instruction.
- k. Continual improvement of instruction for special education students by departmentalizing instruction in the content areas
- l. Incorporated the use of technology as part of the learning process by utilization of the mobile wireless computer labs to supplement instruction and include technology
- m. The continual use of portfolios as an alternate criteria of assessment
- n. Formed study groups to learn how to better reach and engage the student population
- o. Utilized research based techniques such as direct instruction, cooperative learning, and advancement as a venue for delivery of content.
- p. Developed school-wide strategies to foster effective instruction and implemented assessment notebooks in the content areas.
- q. Worked with teachers to help them understand their
 - Learning style
 - Teaching Style
 - Talents
 - Weak areas of instruction

Instructional Programs:

- a. Long Term ELL students defined as 6 years or more, have been identified and infrastructure is in place for effective instruction
- b. Achieve 3000 intervention program for all ELL students
- c. ELLIS Program for beginner ELL students
- d. Performance Series Testing for all students including SWD and ELL students.
- e. WRAP Assessments for students on as needed basis
- f. Teachers' College Reading and Writing Assessment
- g. Coach assisted lesson development and modeling
- h. Jamestown Reading Navigator
- i. Wilson Screening as needed
- j. Great Leap Assessments.
- k. Reading Rewards
- l. 37.5 minute instruction targeted & aligned with State Performance Tests
- m. Use of data from ACUITY testing
- n. Implementation of Teacher Assessment Notebook (TAN)
- o. DELTA Program for ELL students to improve literacy

Significant aids or barriers to the school's continuous improvement

English Language Arts

School's findings of the causal factors for low student performance...

- a. A majority of our student population comes from homes where primary language is other than English. which increases the ESL student population.
- b. A large transient student population as a result of recent immigration trends. continues to increase the amount of Levels 1 and 2 students.
- c. Need for Professional Development in the Balanced Literacy and differentiated Instruction
- d. Change in population a trend which includes recent immigrants from rural countries.

e. Based of the programming of classes, there is a lack of opportunities for teachers to collaborate with other teachers.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

ELA English Language Arts Content Specific SMART GOALS

1. After conducting our needs assessment, the SLT found that children under the ELL student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010, the ELL student group will demonstrate a .25 - .50 year increase in academic ELA performance as measured by the next grade level ELA State Examination.
2. After conducting our needs assessment, the SLT found that children under the **Advanced ELL** student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010 the Level 1 and Level 2 student group will show a .25 - .50 year increase in academic ELA performance as measured by the next grade level ELA State Examination in moving students from Level 1 to Level 2 and Level 2 to Level 3.
3. After conducting our needs assessment, the SLT found that children under the **SWD student** group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010 the proficiency in Level 3 and Level 4 student group will show a .25 - .50 improvement as measured in ELA next grade level test in the New York State ELA state examination.

Math

1. After conducting our needs assessment, the SLT found that children under the Hispanic student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010, 15 percent of our student population who scored at a proficiency level 1 and/or level 2 will show an improvement in performance. Our objective is to increase the performance for these students which are identified as our bottom 3rd school wide. It is expected that 30% of these students increase there performance by 1 level

SCIENCE

1. After conducting our needs assessment, the SLT found that children under the Hispanic student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by **June 2010, 8th grade students will show a 3% increase in levels 3 and 4 as measured by the NYS ILSE.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):

ESL/ English Language Arts

<p>Annual Goal # 1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>After conducting our needs assessment, the SLT found that children under the ELL student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010, the ELL student group will demonstrate a .25 - .50 year increase in academic ELA performance as measured by the next grade level ELA State Examination.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Classroom activities: Beginning September 2009 and Ending June 2010</p> <p>1. Beginner ELL student group including SWD and Bilingual students: RIGOR-teacher directed to increase academic language; ELLIS-intervention computer-based software program to increase vocabulary- unit level tests to measure vocabulary, Keys to Learning, Shining Star Series Intro. Students will keep one notebook while using the RIGOR Program. Pacing Calendar will measure classroom progress.</p> <p>2. Long Term ELL Students-Advanced Students Thematic – based curriculum units to increase academic language; Achieve 3000 intervention service-All ELL students including SWD will receive instruction two periods per week. Students will receive a level set test that measures students’ readability level in September, a interim assessment in February, and a post test in May. QReads intervention program to increase fluency as measured in November, February, and April.</p> <p>3. Level 1 ESL students: AIS services-Jamestown Reading Navigator, Read 180,Wilson</p> <p>Responsible Staff: AIS providers, Resource Room Teachers, ESL Teachers, Assistant Principals, Principal</p> <p>Professional Development: Center for Applied Sciences – ExCELL Strategies; Network ICI; RIGOR ,Achieve 3000,ELLIS, QReads. ESL instructional strategies- QTEL, ExCELL, Teacher’s College, Jamestown Reading Navigator, Reading Reward, Read 180</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding, Title 1, Title 3 Success For All Grant SIFE Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial indicator September 2009: Pre level set test in Achieve 3000 and ELL Periodic Assessment Test; Acuity Performance Series. Use of ATS reports and the state ELA. Midterm: ELL Performance Series. Teachers will be asked to share how they are following the progress of the students based on data from RLAT, ELA, AIS Endterm: To analyze the academic growth that students have made.</p>

ESL/ English Language Arts

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting our needs assessment, the SLT found that children under the Advanced ELL student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010 the Level 1 and Level 2 student group will show a .25 - .50 year increase in academic ELA performance as measured by the next grade level ELA State Examination in moving students from Level 1 to Level 2 and Level 2 to Level 3.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom Activities: Beginning September 2008 – Ending June 2009 Targeted Group: All students including Advanced ELL students 1.Reader’s/Writer’s Workshop; To implement instructional strategies from Teacher’s College, all students will keep a reader’s and writer’s notebook incorporating the Table of Contents strategy to help students organize and manage their notebooks into reference books. 2.Curriculum maps will incorporate a standards-based curriculum; classroom libraries will be leveled using the Fountas and Pinell system of leveling. TAN Data Notebooks to keep running records. 3. Level 1 students: AIS services in Jamestown Reading Navigator, Read 180, small group instruction – In class intervention – Teacher’s College Assessments 4.Strategies: Teacher’s College Reader’s and Writer’s workshop Responsible Staff: AIS providers, Resource Room Teachers, ELA Teachers, Assistant Principals, Principal Professional Development: Network 13 ICI workshops, IS 220,UFT Center, Teacher’s College, Literacy Coach</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 Fair Student Funding Success For ALL Grant SIFE Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator: September 2009 state ELA Exam. Midterm: Teachers College Reading and Writing Assesments. Endterm: To analyze the academic growth that students have made; Portfolios; Running records Final: New York State ELA Examination.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting our needs assessment, the SLT found that children under the SWD student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010 the proficiency in Level 3 and Level 4 student group will show a .25 - .50 improvement as measured in ELA next grade level test in the New York State ELA state examination</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom Activities: Beginning September 2008 – Ending June 2009 Targeted Group: All students including SWD students 1.Reader’s/Writer’s Workshop; To implement instructional strategies from Teacher’s College, all students will keep a reader’s and writer’s notebook incorporating the Table of Contents strategy to help students organize and manage their notebooks into reference books. 2.Curriculum maps will incorporate a standards-based curriculum; classroom libraries will be leveled using the Fountas and Pinell system of leveling. TAN Data Notebooks to keep running records. 3. Level 1 students: AIS services in Jamestown Reading Navigator, Read 180, small group instruction – In class intervention – Teacher’s College Assessments 4.Strategies: Teacher’s College Reader’s and Writer’s workshop Responsible Staff: AIS providers, Resource Room Teachers, ELA Teachers, Assistant Principals, Principal Professional Development: Network 13 ICI workshops, IS 220,UFT Center, Teacher’s College, Literacy Coach</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title 1 Fair Student Funding Success For ALL Grant SIFE Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator: September 2009 state ELA Exam. Midterm: Teachers College Reading and Writing Assesments. Endterm: To analyze the academic growth that students have made; Portfolios; Running records Final: New York State ELA Examination.</p>

Mathematics

Subject/Area (where relevant):

<p>Annual Goal M1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting our needs assessment, the SLT found that children under the Hispanic student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010, 15 percent of our student population who scored at a proficiency level 1 and/or level 2 will show an improvement in performance. Our objective is to increase the performance for these students which are identified as our bottom 3rd school wide. It is expected that 30% of these students increase there performance by 1 level</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions and target population: Identify students in grades 6, 7 and 8th grades as</p> <ul style="list-style-type: none"> • Students not meeting or being at risk for meeting the standards in Math • Students that experienced slippage in performance score and level • Students that experienced stagnation in performance score and level <p>Strategies</p> <ul style="list-style-type: none"> • Teachers will implement data driven instruction strategies to improve effective instruction • Work with the inquiry team to develop and promote school-wide initiatives for effective instruction. • Kaplan Study materials and NY Coach Assessments in mathematics as supplemental material for academic intervention services. • Destination Math Early Morning Program for long term ELL’s • Use of technology (Smart Boards, Mobile labs and Interactive software) <p>Responsible Staff Members</p> <ul style="list-style-type: none"> • Assistant Principal, Math Coach, Departmental and Special Education Teachers <p>Professional Development (PD)</p> <ul style="list-style-type: none"> • PD will be offered to increase the integration of technology in lesson planning to increase knowledge and comfort in technology as an effective practice to improved instruction. <p>Timeline</p> <ul style="list-style-type: none"> • Initiative will take place during the school day

	<ul style="list-style-type: none"> • During extended day period of 37.5 minutes.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>From Appendix 8 C4E (Funds to be used to eliminate School Wide Deficiencies (SWD))</p> <ul style="list-style-type: none"> • Class size reduction with Title 1 funds • TL Fair School Funding and Title 2D • Time on task (extended day and after-school academies) • Teacher and Principal quality initiatives
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • School developed Assessments (4/year) • Use of Acuity Predictive 2/year), Scantron Performance Assessments (3/year), State Math Test • An increase of 2% in the overall schools Annual Measurable Objective • Increase of school’s performance as evident in the 6th, 7th and 8th grade sources

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>After conducting our needs assessment, the SLT found that children under the Hispanic student group has under performed all other subgroups for the past three years. As a result, we have made progress for this particular subgroup a priority goal for the 2009-10 school year. We expect that by June 2010, 8th grade students will show a 3% increase in levels 3 and 4 as measured by the NYS ILSE.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Strategies Implemented</p> <ul style="list-style-type: none"> • Teachers will implement data driven instruction strategies to improve effective instruction • 8th grade science teachers will focus on developing students science skills required on the Performance Task of the ILSE by using the labs created by the science department. • 8th grade students will begin reviewing for the ILSE in the month of March using the text “Measuring Up” and focusing on the targeted concepts determined by an analysis of previous exams. <p>Target Population</p>

	<ul style="list-style-type: none"> • All 8th grade students Responsible staff <ul style="list-style-type: none"> • All 8th grade science teachers Implementation Timelines <ul style="list-style-type: none"> • Throughout the 2008-2009 school year • Use of technology (Smart Boards, Mobile labs and Interactive software)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	TL fair student funding. Title 1 Title 2D
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	8th grade students will be given a midterm created by the department in January of 2009. In addition continuous assessment based on the targeted concepts from the “Measuring Up” will be administered to measure students’ progress.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	55	17	46	46	287	0	2	118
7	67	63	40	40	345	0	2	170
8	69	59	91	91	428	0	3	219
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Multisensory approach to decoding; small group; during the school day and extended day.</p> <p>READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing and vocabulary skills, during the school day.</p> <p><i>Jamestown Reading Navigator</i> is an online and print-based program built upon the latest research in adolescent literacy, <i>Reading Next</i>. The online component of <i>Jamestown Reading Navigator</i> improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Teachers can monitor student progress utilizing the online Learner Management System where scores from formative and summative assessments are recorded, during the school day.</p> <p>In-class fluency intervention program for ELL students, to be used in small groups.</p>
QReads	
Mathematics:	<p>Kaplan</p> <ul style="list-style-type: none"> • one to one, small group tutoring during the school day, during extended day <p>Destination Math</p> <ul style="list-style-type: none"> • Math intervention for ELL target population, small group, before school. <p>NY Coach Math</p> <ul style="list-style-type: none"> • one to one, small group tutoring during the school day, during extended day <p>The school has continued the practice of reading and writing in the content areas (RWC) to address issues of content in real life applications. Teachers have been provided grade level content area vocabulary by content strand to assist students in learning and engagement.</p>
Science:	<p>All teachers have adopted a vocabulary strategy; where students use index cards to define, illustrate, and associate the content vocabulary. One day of the week has been designated Reading and Writing in the content area; this is where students have the opportunity to read, discuss and write about current issues. In science the Teacher assessment notebook (TAN) is created based on the NYS core curriculum standards. Teachers' conference with each student to assess whether the student is meeting the standard being taught. In science, unit assessments are administered to determine the challenging topics and the data is used to drive instruction.</p>

Social Studies:	All teachers have adopted a vocabulary strategy; where students use index cards to define, illustrate, and associate the content vocabulary. One day of the week has been designated Reading and Writing in the content area; this is where students have the opportunity to read, discuss and write about current issues. In social studies the TAN is created based on social studies comprehension and critical analysis skills. Teachers conference monthly with each student to assess whether the student has developed the skills
At-risk Services Provided by the Guidance Counselor:	At-risk counseling-during school day and extended day. Programmatic counseling for the In-House suspension program (PACT); during school day.
At-risk Services Provided by the School Psychologist:	Intervention as needed for at risk students, during school day.
At-risk Services Provided by the Social Worker:	Intervention as needed for at risk students and parents, during school day.
At-risk Health-related Services:	Intervention by Lutheran Medical Center health clinic's nurse practitioner during school day.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/20	School John J. Pershing I.S. 220
Principal Loretta M. Witek	Assistant Principal Bernadette Amato
Coach Jennifer Lincoln	Coach Denise Payne
Teacher/Subject Area Margaret McGrath/ESL	Guidance Counselor Suzanne Nappo
Teacher/Subject Area Maria Walker/ Math	Parent type here
Teacher/Subject Area Guang He/Bilingual SS/NLA	Parent Coordinator Sylwia Jasinski
Related Service Provider Jared Dawaliby/SETSS	SAF Marianne Ferrara
Network Leader John O'Mahoney	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	9	Number of Certified Bilingual Teachers	3	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1284	Total Number of ELLs	552	ELLs as Share of Total Student Population (%)	42.99%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

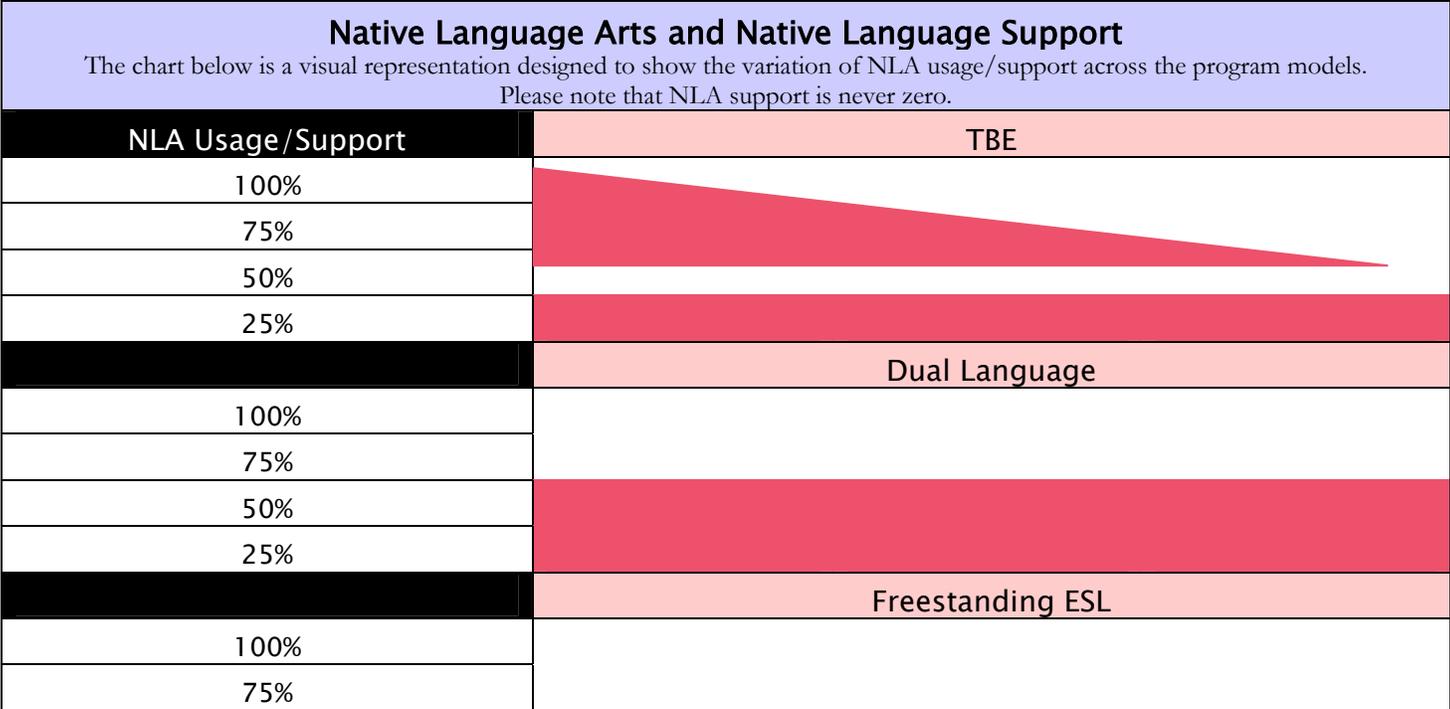
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							38	50	52	140
Chinese							79	96	132	307
Russian									1	1
Bengali							2	0	1	3
Urdu							5	1	3	9
Arabic							4	2	1	7
Haitian Creole										0
French							1			1
Korean										0
Punjabi							1			1
Polish								1		1
Albanian										0
Other								2	1	3

Programming and Scheduling Information

TOTAL	0	0	0	0	0	0	130	152	191	473
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1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							78	90	134	302
Intermediate(I)							15	22	51	88

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	7	30	5	65	2	78	0	8	187
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	7	43	8	129	0	17	0	1	205
NYSAA Bilingual Spe Ed									0

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test	20	16	19	11					

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernadette Amato	Assistant Principal		
Sylwia Jasinski	Parent Coordinator		
Margaret McGrath	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Denise Payne	Coach		
Jennifer Lincoln	Coach		
Suzanne Nappo	Guidance Counselor		
Marianne Ferrara	School Achievement Facilitator		
John O'Mahoney	Network Leader		
	Other		
	Other		

Signatures

School Principal Date

Community Superintendent Date

Reviewed by ELL Compliance and Performance Specialist Date

Filename: 20K220 LAPK_8 Worksheet 2009-2010_ Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K220
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/6/2010 1:38:00 PM
Change Number: 3
Last Saved On: 1/6/2010 1:40:00 PM
Last Saved By: DOE
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Last Printed On: 3/8/2010 4:17:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,838 (approx.)
Number of Characters: 33,278 (approx.)

JOHN J. PERSHING INTERMEDIATE SCHOOL 220
 4812 NINTH AVENUE
 BROOKLY, NEW YORK 11220
 LORETTA M. WITEK, PRINCIPAL

LANGUAGE ALLOCATION POLICY

The Language Allocation Policy Team of John J. Pershing Intermediate School 220 includes: Ms. Witek, principal; Ms. Amato, assistant principal; Ms. Jasinski, parent coordinator; Ms. Payne, literacy coach; Ms. Lincoln, math coach; Mr. He, bilingual teacher; Ms. McGrath, teacher/ELL Coordinator; Ms. Walker, bilingual teacher; Ms. Nappo, guidance counselor; and Mr. Dawaliby, SETSS (Special Education Teacher Support Services) provider.

John J. Pershing Intermediate School I.S 220 in District 20 is an urban public middle school that provides education for 1284 6 - 8th graders from District 15 (Park Slope/Sunset Park in Brooklyn, New York),and District 20 (Bensonhurst/Bay Ridge/Borough Bark in Brooklyn, New York) The school community consists of 5.9% White, 50.6% Asian, 1.5% Black and 41.6% Hispanic or Latino students.

Our English Language Learner program currently serves 552 students or 43% of the total student population. There are 155 sixth grade, 176 seventh grade, and 221 eighth grade English Language Learners.

The following are the number of ELL students in each native language group by grade at I.S. 220:

Number of ELLS By Grade in each language group:

Freestanding

	6	7	8
Spanish	38	50	52
Chinese	79	96	132
Russian	0	0	1
Bengali	2	0	1
Urdu	5	1	3
Arabic	4	2	1
French	1	0	0
Polish	1	0	0
Punjabi	1	0	0
Other	2	1	1

Transitional bilingual education

Chinese	25	24	30
---------	----	----	----

When new ELL students come to register, parents select either our Transitional Bilingual program (TBE) or our English as a Second Language program (ESL). To ensure that parents understand all three program choices (TBE, Dual Language and Freestanding ESL), the parents view a video during an individual orientation session on the registration day and complete the Parent Selection Form. In September, when there are large numbers of students registering, parents attend a group Orientation session with choices of times to attend. Based on the past two years' registrations, 52% chose to enroll their children in the TBE program and 48% in the ESL program in 2007-8; 25% chose to enroll their children in the TBE program and 75% in the ESL program in 2008-9. We adjust the numbers of TBE and ESL classes each year based on parental selection.

All English Language Learners take the New York State English as a Second Language Achievement Test (NYSESLAT) every spring. In analyzing the NYSESLAT data for 2008-9 for our current students, we identified a pattern across all proficiency levels. The students scored higher in listening/speaking, and lower in reading/writing.

These observations are supported by the NYSESLAT 2008-9 data reported on the RNMR (NYSESLAT Modality Report) in ATS.

	<u>Listening/Speaking</u>	<u>Reading/Writing</u>
6 th Grade	30 Proficient Students	7 Proficient Students
7 th and 8 th Grades	35 Proficient Students	21 Proficient Students

The following shows the number of our current students scoring at each proficiency level by grade on the NYSESLAT 2009 or LAB-R (2008-9)

	6 th Grade	7 th Grade	8 th Grade	% of Total ELLs
Beginner	78	90	134	54.7%
Intermediate	15	22	51	15.9%
Advanced	62	64	36	29.4%

We also identified long-term English Language Learners (More than 6 years).

Long-Term ELLs: (Completed 6 years)	6 th Grade	7 th Grade	8 th Grade
	41	46	44

In addition, we analyzed the data for ELL s with 4-6 years of ESL services:

ELLs (4-6 years)	6 th Grade	7 th Grade	8 th Grade
	17	21	22

An analysis of the 2009 state assessment data for the English Language Learners at I.S. 220 indicates the following:

ELA 2009 – English Language Learners, Grades 6

Number of current ELLs tested: 79
% Scoring at Level 2-4: 96.2%
% Scoring at Level 3-4: 32.9%
% Scoring at Levels 4: 0%

ELA 2009 – English Language Learners, Grades 7

Number of current ELLs tested: 88
% Scoring at Level 2-4: 96.5%
% Scoring at Level 3-4: 15.9%
% Scoring at Level 4: 0%

ELA 2009 – English Language Learners, Grades 8

Number of current ELLs tested: 113
% Scoring at Level 2-4: 82.3%
% Scoring at Level 3-4: 10.6%
% Scoring at Level 4: 0%

MATH 2009 – English Language Learners, Grades 6

Number of current ELLs tested: 91
% Scoring at Level 2-4: 94.5%
% Scoring at Level 3-4: 81.3%
% Scoring at Levels 4: 25.2%

MATH 2009 – English Language Learners, Grades 7

Number of current ELLs tested: 100
% Scoring at Level 2-4: 85%
% Scoring at Level 3-4: 50%
% Scoring at Levels 4: 9%

MATH 2009 – English Language Learners, Grades 8

Number of current ELLs tested: 138
% Scoring at Level 2-4: 94.2%

% Scoring at Level 3-4: 62.3%
% Scoring at Levels 4: 14.4%

SCIENCE 2009 – English Language Learners, Grade 8

Number of ELLs tested: 187
% Scoring at Level 2-4: 80.2%
% Scoring at Level 3-4: 47.0%
% Scoring at Level 4: 4.2 %

SOCIAL STUDIES 2009 – English Language Learners, Grade 8

Number of ELLs tested: 205
% Scoring at Level 2-4: 75.6%
% Scoring at Level 3-4: 8.7%
% Scoring at Level 4: 0.4 %

In analyzing the data of tests taken in English as compared to the native language, the data indicates a higher percentage of students scoring Levels 3-4 on tests in the native language.

In analyzing the NYSESLAT data across the grades, a higher percentage of students is scoring at the proficient level in Listening/Speaking than in Reading/Writing. We recognize that students who are in an English language school system for more than 6 years require academic interventions. We noted that the Listening/Speaking score of many of the Long-Term ELLs was at or approaching Proficient; however, the Reading/Writing score was at the Intermediate or Advanced levels for the three years on the RLAT report. ELLs with 4-6 years of ESL service are at risk of becoming Long-Term ELLs. Therefore, we have grouped the Long-Term and 4-6 year ELLs to provide reading and writing strategies to recognize areas of strength and target areas of weakness. Therefore, the implications for instruction are: to identify and provide academic intervention services in reading and writing to long-term ELLs scoring at Level 1 and 2 on the ELA; to monitor attendance patterns and encourage excellent attendance.

Across the proficiency levels and grades, emphasis will be focused on reading and writing skills in Native Language Arts, English as a Second Language, and Language Arts classes. We will examine student attendance patterns to see if excessive absences are a factor in the performance of these students.

In analyzing the Math data from the I.S. 220 school report card as reported in NY Start,, we recognize that students may opt for available translated versions of the exam. In comparing the data for English Proficient and ELL students from 2006-2007 with the data from 2007-2008, we noted the following:

Grade 6 - Mathematics

ELLs: 12% gain in students scoring at Levels 3-4
English Proficient: 3% gain in students scoring at Levels 3-4

Grade 7 - Mathematics

ELLs: 6% gain in students scoring at Levels 3-4

English Proficient: 15% gain in students scoring at Levels 3-4

Grade 8 - Mathematics

ELLs: 4% gain in students scoring at Levels 3-4

English Proficient: 15% gain in students scoring at Levels 3-4

ELLs (6-8): 1% decrease of students scoring at Levels 3+4

English Proficient (6-8): 7% increase of students scoring at Levels 3-4

The implications for instruction based on this data for English Language Learners are: to continue to use data to generate continuous improvement with an emphasis on students' strengths and weaknesses; to continue to provide high-quality standards-based instruction in math in the native language and English to all English Language Learners.

In analyzing the science and social studies data, we recognize that the material covered in the 8th grade New York State Science and Social Studies tests is cumulative. Therefore, students who are recent arrivals or have not completed all three grades in the United States may not have been exposed to the required material. The implications for instruction are: to increase the number of science periods; to provide after school or Saturday sessions in the content areas; to use curriculum mapping to identify significant areas for review in all grade levels; to provide high-quality standards based instruction in science in the native language and English.

The students in the Chinese bilingual classes take the Chinese Reading test. Of the 66 students who took the Chinese Reading Test in 2009, 45.5% scored in Quartile 3 (51%-75%) and Quartile 4 (76%-99%). The implications for instruction are to provide classroom libraries in the native language with a range of reading materials incorporating multiple genre studies. In addition, NLA, ESL, and ELA teachers will coordinate instruction to improve reading skills.

At I.S. 220, the ESL, ELA and NLA curricula are aligned and follow the Reading and Writing Workshop Model. Thematic units foster an interdisciplinary approach with collaboration among ESL/ELA/NLA and content-area teacher. There is on-site support from the literacy and math coaches.

English Language Learners use the ESL Resource Center equipped with 30 computers, headsets for each student, a Smart Board and a laptop with an LCD projector. The students use the Achieve 3000 web-based differentiated instruction program or the ELLIS Essentials program two periods a week. Students are assessed with the Achieve 3000 diagnostic test and those scoring at the PRE level also use the ELLIS program. Using the Achieve 3000 program, ESL teachers email students skills assignments based on the data received for each individual student. To differentiate instruction, content-area teachers have a password to use Achieve 3000 to obtain non-fiction articles.

I.S 220 differentiates instruction and has in place Pearson's *Keys to Learning*, *Shining Star Intro*, *Shining Star Level A*, and *Shining Star Level B* during instructional time in the classroom. I.S220 has adopted and is receiving professional development in the (RIGOR) program. *Great Leaps* serves as an additional intervention for students' fluency.

Using the ELA and Math reports, Level 1 ELLs also receive Academic Intervention Services, which includes *Jamestown Reading Navigator* and small group instruction. Students receive this instruction from reading specialists.

All students at I.S 220 are assessed using the *Performance Series*. Students are further assessed using the WRAP assessment where deemed necessary. Primary assessments and intermediate versions are in place at I.S 220. During extended day, students receive non-fiction readings from *Reading Options for Achievement: Levels A through G*.

All ELL students have access to the core curriculum. ESL instruction is aligned with ELA instruction. The ELA/ESL goal is to increase achievement in literacy for all students using standards based data driven instruction. One objective is that by June 2010 there will be an incremental 2.5% decrease in the number of students scoring Level 1 or 2 on the ELA. Another objective is that there will be an incremental 2.5% increase in the number of students in all subgroups scoring Level 3 or 4. A specific objective for all English Language Learners is that by June 2010, there will be a 3% increase in the number of ELLs who obtain proficiency in English as measured by the NYSESLAT.

In order to achieve our goal and objectives and to plan for academic language development, we will implement the three pillars of literacy learning: reading, writing and word work using the workshop model. Students will have a range of reading materials with multiple genres at varied proficiency levels. Teachers will model new reading strategies and students will have time for independent work. Students will then share out their findings. In order to provide total access to the curriculum, teachers will use modeling and scaffolding strategies. ELL students, including Students will Interrupted Formal Education (SIFE) and long term ELLs, will be encouraged to enroll in an early morning literacy program. As reported in the RSFE report in ATS, there are 70 current English Language Learners who are SIFE. As noted in our analysis of the 2009 NYSESLAT scores, the curriculum for long term ELLs scoring at the beginner or intermediate level in reading/writing will be aligned with the Social Studies curriculum. Students will use units of study to increase their academic vocabulary. All long term ELLs will have access to classroom libraries with high-interest materials leveled according to proficiency level.

Teachers of English Language Learners will participate in professional development opportunities provided by Teachers' College and QTEL in order to plan for the needs of all students. Other professional development topics for all teachers of ELLs will include: Looking at Data/Student Work, Infusing the Workshop Model, Reading Professional Literature, Grading Policy, Curriculum Mapping/Pacing Calendars, ELL Learning Sessions, Writing Portfolios, Implementing Skills/Strategies, Performance Indicators, and Writing in the Content Area.

English Language Learners in special education classes receive services by certified ESL teachers. In addition, bilingual special education students are assigned an alternative placement paraprofessional. We currently have bilingual alternative placement paraprofessionals for our ELL special education students who speak Arabic, Chinese, and Spanish.

At I.S. 220 there are six newcomer "Welcome" classes for 2009-2010. The students in the welcome class are newcomers for whom there is no bilingual program available, or newcomers whose parents selected the ESL program instead of the bilingual program. The students stay in the newcomer class for their first school year in the United States. All instruction is in English. The class also receives two periods a day of ESL instruction by a certified ESL teacher. The teachers of the newcomer classes use ESL methodologies to improve instruction and confer with the ESL teacher.

John J. Pershing I.S.220 has a transitional bilingual program (TBE) and a freestanding English as a Second Language program (ESL). There are currently three Chinese bilingual classes: one 6th grade, one 7th grade, and one 8th grade Chinese bilingual classes.

Our school day consists of seven instructional periods, a lunch period, a homeroom, and an extended time period for a total of seven hours. The instructional periods are forty-two minutes in duration. Students in the bilingual program receive ESL/ELA instruction according to their proficiency level on the NYSESLAT. Beginner and Intermediate – 360 minutes of ESL instruction per week; Advanced – 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. They receive Native Language Arts instruction in Chinese for 5 periods a week. For content area instruction, teachers use the workshop model and provide instruction in the native language and English, separating the

use of each language to avoid code-switching. Transitional bilingual teachers differentiate instruction, teaching in the native language and English based on the students' English proficiency levels. Beginner students receive 60% of instruction in the native language and 40% in English; intermediate students - 50% in the native language, 50% in English; advanced students – 25% in the native language, 75% in English.

Therefore, a bilingual content area lesson using the workshop model consists of the following use of languages and time approximations:

	<u>Time</u>	<u>Language</u>	<u>Proficiency Level</u>	
Do Now/ Classroom Routines	5 minutes	English	Beginner, Intermediate, and Advanced	
Mini Lesson/ New material	10 minutes	Native Language	Beginner, Intermediate, and Advanced	
Group Work	15 minutes	Native Language	Beginner	
	5 minutes	English	Beginner	
	10 minutes	Native Language	Intermediate	
	10 minutes	English	Intermediate	
	20 minutes	English	Advanced	
Share Out: from the native language concepts to	7 minutes	English	All proficiency levels	During the share out, the transition
				English will be made through the introduction of vocabulary for the word wall in both the native language and English.

The Freestanding English as a Second Language program (ESL) consists of 473 students. For 2009-2010, the students will be placed in self-contained classes in all three mini-schools. Students are placed in self-contained ESL program classes by English proficiency level based on their NYSESLAT scores. Students receive all instruction in English. Beginner and Intermediate students receive 360 minutes of ESL; Advanced students receive 180 minutes of ELA and 180 minutes of ESL. All ESL classes are taught by certified ESL teachers. Content area teachers of math, science, and social studies in the ESL program are either licensed in their area or hold a common branches license. The teachers use scaffolding strategies such as modeling, building on previous knowledge, and contextualization using realia, manipulatives and graphic organizers. ESL teachers articulate and coordinate with the content area teachers to support English language acquisition and to provide total access to the curriculum for our English Language Learners. All teachers of English Language Learners are provided with professional development on ESL strategies.

The instructional materials used in the ESL program content area classes will include core curriculum materials. *Destination Math* will be used as an academic intervention in mathematics. The Literacy Coach will work with the content area teachers in Social Studies to incorporate literature in the content areas.

For the students in the Transitional Bilingual program and the ESL program who reach the Proficient level on the NYSESLAT, support is given in the form of after-school and Saturday programs. Students will continue to receive state-approved accommodations on the New York State tests. The guidance counselors are made aware of the students who have moved into the monolingual English program. Students are monitored and receive services that include tutoring, counseling, and socialization in small groups. Follow-ups with the students and their new teachers are made by the Assistant Principal and the ESL Coordinator.

Part I B– Teacher Qualifications

School Building: John J. Pershing Intermediate School District 20

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals****		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
4	8					12

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part I C– School Demographics

Our English Language Learner program currently serves 552 students or 43% of the total student population of 1284. There are 155 sixth grade, 176 seventh grade, and 221 eighth grade English Language Learners.

Part II ELL Identification Process

When new ELL students come to register, parents select either our Transitional Bilingual program (TBE) or our English as a Second Language program (ESL). To ensure that parents understand all three program choices (TBE, Dual Language and Freestanding ESL), the parents view a video during an individual orientation session on the registration day and complete the Parent Selection Form. In September, when there are large numbers of students registering, parents attend a group Orientation session with choices of times to attend that is facilitated by the ELL coordinator. Based on the past two years' registrations, 52% chose to enroll their children in the TBE program and 48% in the ESL program in 2007-8; 25% chose to enroll their children in the TBE program and 75% in the ESL program in 2008-9. We adjust the numbers of TBE and ESL classes each year based on parental selection.

All English Language Learners take the New York State English as a Second Language Achievement Test (NYSESLAT) every spring. In analyzing the NYSESLAT data for 2008-9 for our current students, we identified a pattern across all proficiency levels. The students scored higher in listening/speaking, and lower in reading/writing.

These observations are supported by the NYSESLAT 2008-9 data reported on the RNMR (NYSESLAT Modality Report) in ATS.

	<u>Listening/Speaking</u>	<u>Reading/Writing</u>
6 th Grade	30 Proficient Students	7 Proficient Students
7 th and 8 th Grades	35 Proficient Students	21 Proficient Students

The Freestanding English as a Second Language program (ESL) consists of 473 students. For 2009-2010, the students will be placed in self-contained classes in all three mini-schools. Students are placed in self-contained ESL program classes by English proficiency level based on their NYSESLAT scores. Students receive all instruction in English. Beginner and Intermediate students receive 360 minutes of ESL; Advanced students receive 180 minutes of ELA and 180 minutes of ESL. All ESL classes are taught by certified ESL teachers. Content area teachers of math, science, and social studies in the ESL program are either licensed in their area or hold a common branches license. The teachers use scaffolding strategies such as modeling, building on previous knowledge, and contextualization using realia, manipulatives and graphic organizers. ESL teachers articulate and coordinate with the content area teachers to support English language acquisition and to provide total access to the curriculum for our English Language Learners. All teachers of English Language Learners are provided with professional development on ESL strategies.

Russian (RUS)	1	1	1	1															
Spanish (SPA)	50	50	52	52															
Vietnamese (VIE)																			
Urdu	1	1	3	3															
Other	2	2	1	1															
SUB TOTALS →	152	174	191	221															

Attach additional sheets if necessary.

Total Number of LEP students in grades 6-8 **Identified** in the Building in **2009-2010**
(Do not include long-term LEPs)

421

Number of LEP students in grades 6-8 **Served** in the Building in **2009-10**
(Do not include long-term LEPs)

79

Bilingual

342

ESL

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-2009 A-2(a)

School District: 20

Bilingual Program

School Building IS 220 John J. Pershing Intermediate School

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 2009-10)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL															
Arabic (ARB)																			4		4
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)	18	18		34	34														18		18
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)																			44		44
Vietnamese (VIE)																					
SUB TOTALS →	18	18		34	34														66		66

Total Number of LEP students
Identified in the Building in 2009-10

Total Number of LEP students **Served**
in the Building in 2008-2009

421

Part III B ELL Years of Service and Programs

The following shows the number of our current students scoring at each proficiency level by grade on the NYSESLAT 2009 or LAB-R (2008-9)

	6 th Grade	7 th Grade	8 th Grade	% of Total ELLs
Beginner	78	90	134	54.7%
Intermediate	15	22	51	15.9%
Advanced	62	64	36	29.4%
Total	155	176	221	552 or 43%

We also identified long-term English Language Learners (More than 6 years).

Long-Term ELLs: (Completed 6 years)	6 th Grade	7 th Grade	8 th Grade
	41	46	44

In addition, we analyzed the data for ELL s with 4-6 years of ESL services:

ELLs (4-6 years)	6 th Grade	7 th Grade	8 th Grade
	17	21	22

Part III C Home Language Breakdown and ELL programs

Transitional bilingual education

	6 th Grade	7 th Grade	8 th Grade
Chinese	25	24	30

Number of ESL's By Grade in each language group-

	6 th Grade	7 th Grade	8 th Grade
Spanish	38	50	52
Chinese	79	96	132
Russian	0	0	1
Bengali	2	0	1
Urdu	5	1	3
Arabic	4	2	1
French	1	0	0
Polish	1	0	0
Punjabi	1	0	0
Other	2	1	1

Part III D: Program Model Descriptions

Type of Program: ___ Bilingual ___ ESL XX Both Number of LEP (ELL) Students Served in 2009-2010: 552 (No more than 2 pages)

I. :
Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

There are seven instructional periods, a lunch period, a homeroom, and an extended time period for a total of seven hours and thirty minutes. The instructional periods are forty-two minutes in duration. ELL classes travel together as a blocked group. Students in the bilingual program receive ESL/ELA instruction according to their proficiency level from The NYSESLAT. Beginner and Intermediate – 360 minutes of ESL instruction per week; Advanced- 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. They receive Native Language Arts instruction in Chinese or Spanish for 5 periods a week. For content area instruction, teachers use the workshop model and provide instruction in the native language and English, separating the use of each language to avoid code-switching.

Transitional bilingual teachers differentiate instruction, teaching in the native language and English based on the students' English proficiency levels. Beginner students receive 60% of instruction in the native language and 40% in English; intermediate students-50% in the native language, 50% in English; advanced students – 25% in the native language, 75% in English. There are four bilingual and one Spanish class. ESL students are immersed in the content area classes. DELTA Arts Connection Program. ELL students receive a data-webbed based program

entitled Achieve 3000. It identifies students' readability level. Students receive differentiated instruction according to their needs. Students receive this program twice per week. Students receive a standards, based program which uses the Pearson Longman Series *Shining StarIntro, Level A, Level B* for Intermediate Students. The Beginners use *RIGOR and Keys to Learning*- beginners also use the ELLIS software program to increase their vocabulary. Each unit has a level set assessment whereby the students move up to the 2nd portion of the program. Extended Day uses Reading Options series to differentiate non-fiction articles.

ELL students, including Students with Interrupted Formal Education (SIFE) and long term ELLs, will be encouraged to enroll in an early morning literacy program. As reported in the RSFE report in ATS, there are 70 current English Language Learners who are SIFE. As noted in our analysis of the 2009 NYSESLAT scores, the curriculum for long term ELLs scoring at the beginner or intermediate level in reading/writing will be aligned with the Social Studies curriculum. Students will use units of study to increase their academic vocabulary. All long term ELLs will have access to classroom libraries with high-interest materials leveled according to proficiency level.

At I.S. 220 there are six newcomer "Welcome" classes for 2009-2010. The students in the welcome class are newcomers for whom there is no bilingual program available, or newcomers whose parents selected the ESL program instead of the bilingual program. The students stay in the newcomer class for their first school year in the United States. All instruction is in English. The class also receives two periods a day of ESL instruction by a certified ESL teacher. The teachers of the newcomer classes use ESL methodologies to improve instruction and confer with the ESL teacher.

ELLs with 4-6 years of ESL service are at risk of becoming Long-Term ELLs. Therefore, we have grouped the Long-Term and 4-6 year ELLs to provide reading and writing strategies to recognize areas of strength and target areas of weakness. Therefore, the implications for instruction are: to identify and provide academic intervention services in reading and writing to long-term ELLs scoring at Level 1 and 2 on the ELA; to monitor attendance patterns and encourage excellent attendance.

English Language Learners in special education classes receive services by certified ESL teachers. In addition, bilingual special education students are assigned an alternative placement paraprofessional. We currently have bilingual alternative placement paraprofessionals for our ELL special education students who speak Arabic, Chinese, and Spanish

In analyzing the science and social studies data, we recognize that the material covered in the 8th grade New York State Science and Social Studies tests is cumulative. Therefore, students who are recent arrivals or have not completed all three grades in the United States may not have been exposed to the required material. The implications for instruction are: to increase the number of science periods; to provide after school or Saturday sessions in the content areas; to use curriculum mapping to identify significant areas for review in all grade levels; to provide high-quality standards based instruction in science in the native language and English. The students in the Chinese bilingual classes take the Chinese Reading test. Of the 66 students who took the Chinese Reading Test in 2009, 45.5% scored in Quartile 3 (51%-75%) and Quartile 4 (76%-99%). The implications for instruction are to provide classroom libraries in the native language with a range of reading materials incorporating multiple genre studies. In addition, NLA, ESL, and ELA teachers will coordinate instruction to improve reading skills.

At I.S. 220, the ESL, ELA, TBE and NLA curricula are aligned and follow the Reading and Writing Workshop Model. Thematic units foster an interdisciplinary approach with collaboration among ESL/ELA/NLA and content-area teacher. There is on-site support from the literacy and math coaches.

English Language Learners use the ESL Resource Center equipped with 30 computers, headsets for each student, a Smart Board and a laptop with an LCD projector. The students use the Achieve 3000 web-based differentiated instruction program or the ELLIS Essentials program two periods a week. Students are assessed with the Achieve 3000 diagnostic test and those scoring at the PRE level also use the ELLIS program. Using the Achieve 3000 program, ESL teachers email students skills assignments based on the data received for each individual student. To differentiate instruction, content-area teachers have a password to use Achieve 3000 to obtain non-fiction articles.

I.S 220 differentiates instruction and has in place Pearson's *Keys to Learning, Shining Star Intro, Shining Star Level A, and Shining Star Level B* during instructional time in the classroom. I.S220 has adopted and is receiving professional development in the (RIGOR) program. *Great Leaps* serves as an additional intervention for students' fluency.

Using the ELA and Math reports, Level 1 ELLs also receive Academic Intervention Services, which includes *Jamestown Reading Navigator* and small group instruction. Students receive this instruction from reading specialists.

All students at I.S 220 are assessed using the *Performance Series*. Students are further assessed using the WRAP assessment where deemed necessary. Primary assessments and intermediate versions are in place at I.S 220. During extended day, students receive non-fiction readings from *Reading Options for Achievement: Levels A through G*.

All ELL students have access to the core curriculum. ESL instruction is aligned with ELA instruction. The ELA/ESL goal is to increase achievement in literacy for all students using standards based data driven instruction. One objective is that by June 2010 there will be an incremental 2.5% decrease in the number of students scoring Level 1 or 2 on the ELA. Another objective is that there will be an incremental 2.5% increase in the number of students in all subgroups scoring Level 3 or 4. A specific objective for all English Language Learners is that by June 2010, there will be a 3% increase in the number of ELLs who obtain proficiency in English as measured by the NYSESLAT.

In order to achieve our goal and objectives and to plan for academic language development, we will implement the three pillars of literacy learning: reading, writing and word work using the workshop model. Students will have a range of reading materials with multiple genres at varied proficiency levels. Teachers will model new reading strategies and students will have time for independent work. Students will then share out their findings.

For the students in the Transitional Bilingual program and the ESL program who reach the Proficient level on the NYSESLAT, support is given in the form of after-school and Saturday programs. Students will continue to receive state-approved accommodations on the New York State tests. The guidance counselors are made aware of the students who have moved into the monolingual English program. Students are monitored and receive services that include tutoring, counseling, and socialization in small groups. Follow-ups with the students and their new teachers are made by the Assistant Principal and the ESL Coordinator. **To assist newly enrolled ELL/LEP students prior to the first day of school, John J. Pershing, has newcomer assembly to introduce students and parents to their new school environment**

Part III E Schools with Dual Language Programs

At this time the school does not participate in a dual language program.

Part III F Professional Development and Support for School Staff

Teachers of English Language Learners, bilingual teachers, ESL, special education, content teachers, literacy and math coaches, and assistant principals will participate in professional development opportunities provided by Teachers' College and ExC-ELL in order to plan for the needs of all students. Teachers College training is ongoing and ExC-ELL training is a comprehensive training on ESL strategies over 6 days. Other professional development topics for all teachers of ELLs will include: Looking at Data/Student Work, Infusing the Workshop Model, Reading Professional Literature, Grading Policy, Curriculum Mapping/Pacing Calendars, ELL Learning Sessions, Writing Portfolios, Implementing Skills/Strategies, Performance Indicators, and Writing in the Content Area.

We will also continue to provide our teachers with outside professional development as it becomes available, such as outside consultants from ICI Network 13, Teacher's College, and IS 220 UFT Center.

- "Technology in the classroom" Smart board Training- Achieve 3000, ELLIS
- '5 Day Writing Institute' " Helping ELLS access academic language on the ELA Exam"
- Closing the Achievement Gap
- Demystifying the Data

Part III G Parental Involvement

All parents of newly enrolled students are invited to attend a parent orientation session. There is one session during the day and one in the evening to accommodate the parents' schedules. Translators are present at each session and the video is available in several languages. Our full time parent coordinator participates in the planning and outreach to the ELL parents. Notices are translated into the predominant home languages. Many of our students participate in the Beacon Program, a community based after school program that is housed in our school, Guidance Counseling, AIS Services ELL students, Lutheran Medical Group, CSTF, Beacon Program, Maimonides Counseling Services

Part IV Assessment Analysis

An analysis of the 2009 state assessment data for the English Language Learners at I.S. 220 indicates the following:

ELA 2009 – English Language Learners, Grades 6

Number of current ELLs tested:	79
% Scoring at Level 2-4:	96.2%
% Scoring at Level 3-4:	32.9%
% Scoring at Levels 4:	0%

ELA 2009 – English Language Learners, Grades 7

Number of current ELLs tested: 88
% Scoring at Level 2-4: 96.5%
% Scoring at Level 3-4: 15.9%
% Scoring at Level 4: 0%

ELA 2009 – English Language Learners, Grades 8

Number of current ELLs tested: 113
% Scoring at Level 2-4: 82.3%
% Scoring at Level 3-4: 10.6%
% Scoring at Level 4: 0%

MATH 2009 – English Language Learners, Grades 6

Number of current ELLs tested: 91
% Scoring at Level 2-4: 94.5%
% Scoring at Level 3-4: 81.3%
% Scoring at Levels 4: 25.2%

MATH 2009 – English Language Learners, Grades 7

Number of current ELLs tested: 100
% Scoring at Level 2-4: 85%
% Scoring at Level 3-4: 50%
% Scoring at Levels 4: 9%

MATH 2009 – English Language Learners, Grades 8

Number of current ELLs tested: 138
% Scoring at Level 2-4: 94.2%
% Scoring at Level 3-4: 62.3%
% Scoring at Levels 4: 14.4%

SCIENCE 2009 – English Language Learners, Grade 8

Number of ELLs tested: 187
% Scoring at Level 2-4: 80.2%
% Scoring at Level 3-4: 47.0%
% Scoring at Level 4: 4.2 %

SOCIAL STUDIES 2009 – English Language Learners, Grade 8

Number of ELLs tested: 205

% Scoring at Level 2-4: 75.6%

% Scoring at Level 3-4: 8.7%

% Scoring at Level 4: 0.4 %

In analyzing the data of tests taken in English as compared to the native language, the data indicates a higher percentage of students scoring Levels 3-4 on tests in the native language.

In analyzing the NYSESLAT data across the grades, a higher percentage of students is scoring at the proficient level in Listening/ Speaking than in Reading/Writing. We recognize that students who are in an English language school system for more than 6 years require academic interventions. We noted that the Listening/Speaking score of many of the Long-Term ELLs was at or approaching Proficient; however, the Reading/Writing score was at the Intermediate or Advanced levels for the three years on the RLAT report. ELLs with 4-6 years of ESL service are at risk of becoming Long-Term ELLs. Therefore, we have grouped the Long-Term and 4-6 year ELLs to provide reading and writing strategies to recognize areas of strength and target areas of weakness. Therefore, the implications for instruction are: to identify and provide academic intervention services in reading and writing to long-term ELLs scoring at Level 1 and 2 on the ELA; to monitor attendance patterns and encourage excellent attendance.

Across the proficiency levels and grades, emphasis will be focused on reading and writing skills in Native Language Arts, English as a Second Language, and Language Arts classes. We will examine student attendance patterns to see if excessive absences are a factor in the performance of these students.

In analyzing the Math data from the I.S. 220 school report card as reported in NY Start,, we recognize that students may opt for available translated versions of the exam. In comparing the data for English Proficient and ELL students from 2006-2007 with the data from 2007-2008, we noted the following:

Grade 6 - Mathematics

ELLs: 12% gain in students scoring at Levels 3-4

English Proficient: 3% gain in students scoring at Levels 3-4

Grade 7 - Mathematics

ELLs: 6% gain in students scoring at Levels 3-4

English Proficient: 15% gain in students scoring at Levels 3-4

Grade 8 - Mathematics

ELLs: 4% gain in students scoring at Levels 3-4

English Proficient: 15% gain in students scoring at Levels 3-4

ELLs (6-8): 1% decrease of students scoring at Levels 3+4
 English Proficient (6-8): 7% increase of students scoring at Levels 3-4

The implications for instruction based on this data for English Language Learners are: to continue to use data to generate continuous improvement with an emphasis on students' strengths and weaknesses; to continue to provide high-quality standards-based instruction in math in the native language and English to all English Language Learners.

In analyzing the science and social studies data, we recognize that the material covered in the 8th grade New York State Science and Social Studies tests is cumulative. Therefore, students who are recent arrivals or have not completed all three grades in the United States may not have been exposed to the required material. The implications for instruction are: to increase the number of science periods; to provide after school or Saturday sessions in the content areas; to use curriculum mapping to identify significant areas for review in all grade levels; to provide high-quality standards based instruction in science in the native language and English.

The students in the Chinese bilingual classes take the Chinese Reading test. Of the 66 students who took the Chinese Reading Test in 2009, 45.5% scored in Quartile 3 (51%-75%) and Quartile 4 (76%-99%). The implications for instruction are to provide classroom libraries in the native language with a range of reading materials incorporating multiple genre studies. In addition, NLA, ESL, and ELA teachers will coordinate instruction to improve reading skills.

B After reviewing and analyzing the assessment data

The following shows the number of our current students scoring at each proficiency level by grade on the NYSESLAT 2009 or LAB-R (2008-9)

	6 th Grade	7 th Grade	8 th Grade	% of Total ELLs
Beginner	78	90	134	54.7%
Intermediate	15	22	51	15.9%
Advanced	62	64	36	29.4%
Total	155	176	221	552 or 43%

We also identified long-term English Language Learners (More than 6 years).

Long-Term ELLs: (Completed 6 years)	6 th Grade	7 th Grade	8 th Grade
	41	46	44

In addition, we analyzed the data for ELL s with 4-6 years of ESL services:

ELLs (4-6 years)	6 th Grade	7 th Grade	8 th Grade
	17	21	22

In analyzing the data of tests taken in English as compared to the native language, the data indicates a higher percentage of students scoring Levels 3-4 on tests in the native language.

In analyzing the NYSESLAT data across the grades, a higher percentage of students is scoring at the proficient level in Listening/ Speaking than in Reading/Writing. We recognize that students who are in an English language school system for more than 6 years require academic interventions. We noted that the Listening/Speaking score of many of the Long-Term ELLs was at or approaching Proficient; however, the Reading/Writing score was at the Intermediate or Advanced levels for the three years on the RLAT report. ELLs with 4-6 years of ESL service are at risk of becoming Long-Term ELLs. Therefore, we have grouped the Long-Term and 4-6 year ELLs to provide reading and writing strategies to recognize areas of strength and target areas of weakness.

Therefore, the implications for instruction are: to identify and provide academic intervention services in reading and writing to long-term ELLs scoring at Level 1 and 2 on the ELA; to monitor attendance patterns and encourage excellent attendance.

Across the proficiency levels and grades, emphasis will be focused on reading and writing skills in Native Language Arts, English as a Second Language, and Language Arts classes. We will examine student attendance patterns to see if excessive absences are a factor in the performance of these students.

In analyzing the Math data from the I.S. 220 school report card as reported in NY Start,, we recognize that students may opt for available translated versions of the exam. In comparing the data for English Proficient and ELL students from 2006-2007 with the data from 2007-2008, we noted the following:

Grade 6 - Mathematics

ELLs: 12% gain in students scoring at Levels 3-4

English Proficient: 3% gain in students scoring at Levels 3-4

Grade 7 - Mathematics

ELLs: 6% gain in students scoring at Levels 3-4

English Proficient: 15% gain in students scoring at Levels 3-4

Grade 8 - Mathematics

ELLs: 4% gain in students scoring at Levels 3-4

English Proficient: 15% gain in students scoring at Levels 3-4

ELLs (6-8): 1% decrease of students scoring at Levels 3+4

English Proficient (6-8): 7% increase of students scoring at Levels 3-4

The implications for instruction based on this data for English Language Learners are: to continue to use data to generate continuous improvement with an emphasis on students' strengths and weaknesses; to continue to provide high-quality standards- based instruction in math in the native language and English to all English Language Learners.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template

SAMPLE STUDENT SCHEDULE 2009-10 ESL

ESL Program Type: X Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate X Advanced

School District: 20

School Building: 220

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:16 To:8:58	Health Education	Social Studies	Science	Math	Math
2	From: 9:01 To:9:43	Science	Math	Math	Math	Math
3	From: 9:46 To:10:28	Physical Education	Math	Social Studies	Social Studies	Health Education
4	From: 10:31 To:11:13	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 11:16 To:11:58	ESL	ESL	ESL	Language Arts	Social Studies
6	From: 12:01 To:12:43	Language Arts	Language Arts	Language Arts	ESL	Science
7	From:12:46 To:1:28	Math	Science	Physical Education	Health Education	Language Arts
8	From: 1:31 To: 2:13	Social Studies	Science	Social Studies	Science	ESL

SAMPLE STUDENT SCHEDULE 2009-10(Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 20

School Building: 220

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:16 To:8:58	Native Language Arts	Math	ESL	Native Language Arts	Social Studies
2	From: 9:01 To: 9:43	Native Language Arts	Social Studies	Native Language Arts	Social Studies	Physical Education
3	From: 9:46 To: 10:28	Social Studies	ESL	Social Studies	ESL	Math
4	From: 10:31 To:11:13	Science	Science	Math	Science	Native Language Arts
5	From: 11:16 To:11:58	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:01 To: 12:43	Math	Physical Education	Science	Math	ESL
7	From: 12:46 To: 1:28	Math	Science	Physical Education	Health Education	Language Arts
8	From: 1:31 To: 2:13	Social Studies	Science	Social Studies	Science	ESL

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a) Grade Level(s) 6,7,8 Number of Students to be Served: 421 LEP _____ Non-LEP _____

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers.

A certified ESL teacher will be designated to work with the ELL students in the content area. This instructional program will help ELL students attain English proficiency while meeting state academic achievement standards.

The ESL certified teacher and the content area teachers will have a common preparation period. The ESL teacher will work in all grades 5 times per day from September 2007 to June 2008. The number of students to be served are approximately 100 students. This certified ESL teacher will also help in classroom deduction.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The literacy coach will provide professional development to teachers during focus study groups. Teachers will receive instructional strategies which will improve methodology for delivery instruction for ELLS in the content. The ICI, (LSO) Integrated Curriculum and Instruction, will provide ongoing support for these teachers. The professional development will occur inside and outside of the classroom.

- Building Academic Rigor in Bilingual Instruction
- Teaching Academic Language to ELL students
- 5 Day Writing Institute
- Closing the Achievement Gap for ELL students

At no cost to the program all parents of newly enrolled students are invited to attend a parent orientation session. Our full time parent coordinator participates in the planning and the outreach to the ELL parents

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$15,348.00 *	
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL	\$15,348.00 *	

*** AS**

APPENDIX 2: Part II
PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Grade Level(s) 6,7,8 Number of Students to be Served: 180 LEP _____ Non-LEP

Number of Teachers 10 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

-Our English Language Learner program currently serves 609 students. There are 176 sixth grade, 193 seventh grade, and 240 eighth grade English Language Learners. When new ELL students come to register, parents select either our Transitional Bilingual program (TBE) or our English as a Second Language program (ESL). To ensure that parents understand all three program choices (TBE, Dual Language and Freestanding ESL), the parents view a video during an individual orientation session on the registration day and complete the Parent Selection Form. In September, when there are large numbers of students registering, parents attend a group Orientation session with choices of times to attend. Based on the past two years' registrations, 52% chose to enroll their children in the TBE program and 48% in the ESL program in 2007-8; 25% chose to enroll their children in the TBE program and 75% in the ESL program in 2008-9. We adjust the numbers of TBE and ESL classes each year based on parental selection.

-All ESL students receive their ESL mandated services: 360 minutes for beginner and intermediate; and 180 minutes of ESL and 180 for ELA advanced students according to CR Part 154.

Title III, Part A LEP Program

Description of the Program:

Goal: to increase academic language; this will lead to an increase in academic achievement.

Target Population: Using the data from the Lab R and RYOS, certified ESL teachers at I.S.220 will identify English Language Learners, including New comers, SIFE and Long-Term ELLs, who will benefit from supplementary English language instruction. Additionally, the RNMR report will help determine student needs.

Objective 1:

Action Plan: Provide an early-morning instructional program, staffed by certified ESL teachers, will provide supplemental English language instruction Long Term ELLs and Newcomer students.

Students will meet for one hour a day on Tuesday, Wednesday, Thursday, and/or Friday mornings from January 2009 to June 2010. The instruction will include activities to build academic language in the core curriculum of science and social studies. Certified ESL teachers will use ESL strategies based on network support and ExC-ell methodology.

Evaluation of the Program: An increase in academic achievement as measured by the NYSESLAT and/or ELA state examination.

Objective 2:

Action Plan: Improving teaching and learning in core subject areas with certified ESL teacher support. The ESL teacher will push-in to a science, arts, social studies class and provide support by using ESL methodology to increase student understanding of the academic language needed for student achievement.

ESL students are programmed into freestanding ESL classes according to their proficiency levels. ESL teachers will support their students that they teach ESL to in the content area by using ESL strategies. ESL teachers will push-in to classes that they teach ESL to in order to have an effective role in the classroom.

Additionally, science, social studies, and math content area teachers will be afforded the opportunity to visit ESL classrooms for direct instruction using ESL methodology. Students will be grouped so that there is a reduction in class size.

Evaluation of the Program: An increase in academic achievement as measured by the NYSESLAT and/or ELA state examination.

Objective 3:

Action Plan: To provide on-going high quality professional development with direct instruction in the ESL and content area classroom. This on demand professional development provides ESL strategies that become consistent throughout the school community. There are teams of teachers in the content areas and ESL classes receiving consistent ESL methodology. The teachers become well-verse in best practices for teaching the ELL student.

Evaluation of the Program: Observations of classroom teaching; an improvement in instructional strategies through student engagement.

Professional Development Program –

- At present, the literacy coach and ELL Coordinator provide professional development during teacher meetings, professional learning communities,(PLC), and study groups. There are on-going professional development opportunities to share best practices at monthly professional learning communities. Professional development occurs inside and outside the classroom. Topics that will be presented for professional development include: ExC-ELL strategies for reading, writing, speaking, listening development
- Curriculum goals and objectives (short and long-term)
- Differentiation of instruction

Form TIII – A (1)(b)

School: I.S. 220 BEDS Code: 332000010220

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session for early morning program - Coverage to reduce class size - Per diem for professional development	17,960.40	<u>Objective 1 Per Session:</u> Early-morning program: 6 teachers X 60 hours each = 360 hours X \$49.89 = \$17,960.40
	<u>\$12,594.00</u>	<u>Objective 2</u> a. Coverage 10 ESL Certified teachers to push-in to reduce class size and to give additional support in ELL content area classrooms. <u>10 teachers X 30 periods= 300 periods X 41.98 = \$12,594.00</u>
	<u>\$6,297.00</u>	b. Coverage_5 ELL content area teachers to push in to ESL classes to reduce class size and provide additional support to the ELL student. <u>5 X30 periods = 150 periods X 41.98 = \$6, 297.00</u>
	<u>\$8358.39</u> <u>\$2,479.52</u>	<u>Objective 3 Per diem substitute coverage for ESL Certified and ELL content teachers to receive ExC-ell professional development:</u> a. 9 teachers X \$154.97 X 6 days ESL teachers: \$8358.38 b. Per diem substitute coverage for RIGOR Training: 4 teachers X \$154.97=\$2, 479.52
	<u>\$47,689.30</u>	
SUBTOTAL.....		

Purchased services - High quality staff and curriculum development contracts.	\$27,000.00	On-Going RIGOR Training for Newcomer Classes: \$3,000 per day x 3days = \$9,000.00 Workshop for all certified- ESL teachers: (ExC-ELL workshops: \$3,000 per day series x 6days=18,000.00)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2050.70	Elementary Science Collection Ecology Series, Weather and Climate Series etc. \$2050.70
Educational Software (Object Code 199)	Not Applicable	(Example: 2 Rosetta Stone language development software)
Total:	\$76,740.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
To assess our written and oral translation needs:
 - The data specialist and ESL coordinator used ATS/RDGS to analyze and determine the languages in our school.
 - The biographical data was used to send the Home Language Surveys.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - Our major finding was that the dominant language of a high percentage of parents is a language other than English.
 - Findings are reported to the school community through faculty meetings, the school leadership team meetings, and parent

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
We plan to provide the following written translation services:
 - A. Parent Notices:
 - Due process notices
 - Student Intervention Teacher Letter to Parents
 - Principal Suspension Notices
 - Newsletters
 - School Attendance Lateness/Policy

B. Agenda for:

- Parent Orientation Meetings
- Parent Association Meetings

In-house staff will be used to translate school specific written communications. Office of Translation Services will be utilized for translation of documents unable to be translated by in-house personnel

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We plan to provide the following oral translation services:

- Bilingual paraprofessionals will provide oral translation for parents at the evening Parent/Teacher Conferences.
- Oral translation for evening Parent Orientation meetings.
- Oral translation for School Assessment Team conferences held before or after the teacher /paraprofessional work day.
- Telephone contact with parents before or after school hours.
- Use of the DOE telephone translation service for non-English speaking parents registering students.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

John J. Pershing provides parents with the following translated letters in native languages from the website: Office of English Language Learners: *Parent Brochure; Parent Survey & Program Selection Form ;Placement Letter ; Entitlement Letter ; Continued Entitlement Letter Non Entitlement Letter ; Transition Letter ; Registration Form .*

Signs in all major languages are displayed in the school lobby informing parents of the availability of translation and interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	1,510,544	237,812.00	1,748,356.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	15,105.44		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,378.12	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	75,527.2		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		11,890.60	
6. Enter the anticipated 10% set-aside for Professional Development:	96.6%		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		23,781.20	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____

As per SDAS 2008-2009 96.6%

2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

I. S. 220 is using the Title I set-aside and Title I ARRA funds to supplement non-highly qualified teachers' tuition to facilitate certification in core subject areas. In addition Title I funds are being used to provide professional development for teachers that would enable teachers to qualify as "highly qualified" under the HOUSSE option. Recruitment efforts are ongoing to seek teachers certified in his/her subject area.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I. General Expectations

John J. Pershing I.S. 220 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. John J. Pershing I.S. 220 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Encourage parents to join School Leadership Team and IS 220 Parent Association
2. John J. Pershing I.S. 220 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Encourage parents to participate in School’s Quality Review.
 - Encourage parents to fill out Parent Surveys.
3. John J. Pershing I.S. 220 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent Workshops will be provided to parents on strategies how to support their child’s education at home.
 - Workshops will be offered at a convenient time and include interpretation services.
4. John J. Pershing I.S. 220 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Multilingual Questionnaire will be sent to parents to identify current needs of that year’s population and including workshop topics parents would be interested in, the best way of communication (such as telephone, mail, e-mail, student back pack).
 - Parent Association and SLT will review the findings and propose appropriate actions to best serve parent population.
5. John J. Pershing I.S. 220 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Parent Workshops on Promotion Policy, ELA and Math testing, HIV/Aids Curriculum

and High School Application Process will be available for parents to attend as well as yearly Curriculum Night/ Open House and Parent Teacher Conferences.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parent Coordinator will organize monthly workshops on various topics with literature available to parents to support the topic in form of books from Parent Lending Library, handouts or pamphlets. Monthly Calendar with Newsletter will be available to parents to inform them of upcoming events and other important news.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: offering professional development to teachers as decided by SLT.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly Calendar with Newsletter will be available to parents to inform them of upcoming events and other important news.
Multilingual flyers informing parents of events (workshops, PA meetings Parent-Teacher Conferences) will be sent home with students as well as e-mailed and posted on school's website.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as established by the school leadership team. This policy was adopted by the John J. Pershing I.S. 220 on 09/09/2009 and will be in effect for the period of 2009/2010 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30th, 2008

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

John J. Pershing I.S. 220
4812 Ninth Avenue, Brooklyn, NY 11220
Loretta M. Witek, Principal

John J. Pershing I.S. 220, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

School Responsibilities

John J. Pershing I.S. 220 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: All curriculum and instruction is aligned with New York State Performance Standards.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and February

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: will inform parents of the individual achievement levels through distribution of pupil reports, report cards, standardized test results and applicable websites.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during Parent-Teacher Conferences in November and February as well as during individual conferences scheduled by parent and teacher.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are encouraged and welcome to join and attend Parent Association meetings and professional workshops offered to parents, as well as volunteer to chaperone class trips and events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
14. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: All curriculum and instruction is aligned with New York State Performance Standards.
15. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and February
16. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: will inform parents of the individual achievement levels through distribution of pupil reports, report cards, standardized test results and applicable websites.
17. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during Parent-Teacher Conferences in November and February as well as during individual conferences scheduled by parent and teacher.
18. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are encouraged and welcome to join and attend Parent Association meetings and professional workshops offered to parents, as well as volunteer to chaperone class trips and events.
19. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
20. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

21. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
22. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
23. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
24. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: All curriculum and instruction is aligned with New York State Performance Standards.
25. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and February
26. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: will inform parents of the individual achievement levels through distribution of pupil reports, report cards, standardized test results and applicable websites.
27. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during Parent-Teacher Conferences in November and February as well as during individual conferences scheduled by parent and teacher.
28. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are encouraged and welcome to join and attend Parent Association meetings and professional workshops offered to parents, as well as volunteer to chaperone class trips and events.
29. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
30. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
31. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
32. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
33. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
34. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
35. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

36. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

SCHOOL – PARENT COMPACT

I The School's Responsibilities

- John J. Pershing I.S. 220 will provide high-quality curriculum & instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- I.S. 220 will solicit parent and community input (through meetings, questionnaires, surveys, etc.) regarding the education of the students it serves.
- I.S. 220 will offer flexible scheduling of parent meetings, workshops, assemblies, and school functions to maximize parent participation.
- I.S. 220 will provide translations of written notifications and interpreters at parent conferences, parent meetings and workshops.
- Parents will be notified of school events via written correspondence (monthly newsletter, flyers, and memos).
- I.S. 220 will inform parents of the individual achievement levels of their children through distribution of pupil reports, report cards, standardized test results and applicable websites.

II The Parents' Responsibilities

- As an involved parent, I will support my son / daughter by ensuring that they attend school daily and arrive to school on time.
- I will seek information regarding my son's / daughter's progress by conferring with school administrators, the guidance counselor, the dean and teachers.
- I will attend parent-teacher conferences to stay informed of my child's educational and behavioral progress.

- I will make an effort to participate in parent groups / activities to contribute to the decision-making process in I.S. 220. (i.e. School Leadership Team, Parent Association)
- I will encourage my son / daughter to follow the rules and regulations of the school.
- I will reinforce the importance of respect for the cultural differences of others.
- I will follow my child's progress throughout each grade to ensure academic success that culminates in my son's /daughter's participation in graduation.

III Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

A comprehensive School–Parent Compact is available, upon request, in the main office.

Student: _____ Class: _____
 Please Print

Parent: _____ Phone Number(s): _____
 Please Print

Homeroom Teacher: _____

Parent's Signature: _____ Date: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See Section IV
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
See Part A of Appendix 4, Question 5.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
 - o Ongoing professional development for all staff. Use of Title I funds to collaborate with outside educational consultants, including Teaching Matters, Center for Urban Environment and Teacher's College.
 - o Staff participation in Learning Support Organization's professional development workshops as well as those offered by DOE Teaching and Learning.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Outreach to local universities and colleges.
 - Participation at NYC DOE sponsored job fairs.
 - Review of open-market transfer applicants.
 - Teaching fellows candidates.
6. Strategies to increase parental involvement through means such as family literacy services.
 - Sending multilingual notices via Backpack, E-mail, School Website, and Phone Master.

- Offering translation services during school events.
- Dissemination of monthly calendar/newsletter with current updates on school-related issues both in print and electronic form.
- Parent Information Center at front lobby and in Parent Coordinator's office as well as Parent Bulletin Board will contain current resources.
- Parents will have access to numerous multilingual resources in Parent Coordinator's office in forms of books, Internet access, and workshop topics.
- Expanding further Multilingual Parent Lending Library containing resources on parenting issues, discipline, children with special needs, and career skills.
- Offering resources in forms of booklets/pamphlets to parents during workshops and meetings on related topics.
- Providing educational and parenting workshops for the parents dealing with school-related issues, behavioral problems, issues faced by teens and pre-teens and strategies to deal with them facilitated by field professionals.
- Incentives in forms of dinners, raffles and travel expense reimbursement will be offered.
- Babysitting services, which include craft activities, will be provided during PA meetings and workshops.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Faculty conferences, department meetings, common preparation periods used to develop staff competencies in looking at available data to design instruction in the classroom.
 - Professional development topics include how to interpret data from Acuity and Scantron Performance Series formative assessments.
 - Implementation of TANS (Teacher Assessment Notebooks) in all core subject areas.
 - The Inquiry Team and Data Specialist will provide school staff with individual student and class profiles of available formative and summative assessment data.
 - Teachers will be given access to ARIS, a source of student data.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Academic Intervention Teams for each mini-school will help to identify students who are at-risk of not mastering proficient or advanced levels of academic achievement standards. Case managers will be designated for targeted students. Tier I and II interventions will be implemented as needed. AIT will monitor the progress of interventions, using the RTI approach to interventions. Alternative interventions will be utilized if those implemented are not resulting in progress.

- Academic Intervention Teachers provide small group targeted instruction for non-proficient students in both math and English language arts.
 - The results of the periodic, summative assessments will be used to identify at risk students and their progress.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Guidance counselor, student intervention teacher and SAPIS Youth Development counselor participation in the Respect for All initiative.
 - Temporary housing students identified via the distribution and collection of the McKinney-Vento surveys.
 - Level I Vocational Assessments completed by students with disabilities, their parents and respective teachers. Results are used for transitional planning on the Individualized Education Plan.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURRE Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, LSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A

written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A team comprised of the principal, assistant principals, LSO Network, ICI, Student achievement facilitator, data specialist, ELA and math coaches, and members of the school leadership team and inquiry committee were asked to reflect on the implication of findings from the audit of the written, tested and taught curriculum in ELA and Mathematics to ascertain if findings were applicable.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on analysis of the available information from New York State Education Department and New York City Department of Education accountability and assessment resources that include: the School Report Card, school Progress Reports, the Quality Review, the periodic and predictive assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments, the school committee ascertained that causal factors for low student performance could be attributed to inadequate alignment of curriculum, instruction, assessment, resources, and/or professional development with identified needs as well as inadequate quantification of classroom observations and use of best practices for effective instructions.

In regards to instruction the school found that classroom assessments are aimed more at grading (classifying) students than at monitoring progress and helping all students learn and that there is a lack of technology integration within the content areas. This being said while the school has made technology a priority and has properly equipped the school to support its mission of using technology to aid in effective instruction; it has found that teachers lack the knowledge and skills necessary to integrate technology into their classroom instruction. As a result the school has focused in providing PD aimed at improving knowledge and comfort with technology so has to effect an improvement in instruction and student engagement.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Instructional Programs:

- Infrastructure is in place for L2 stall students.
 - Achieve 3000 intervention program for all ELL students
 - ELLIS Programmer for beginner students
 - Performance Series Testing for all students including SWD and ESL students.
 - WRAP Assessments for students on an in need basis.
 - Teachers' College Assessment
 - Coach assisted lesson development and modeling
 - Jamestown Reading Navigator
 - Referral to Wilson Screening
 - Great Leap Assessments.
 - Teacher's College provides a rigorous NYS standards-based curriculum; units of study
 - Classroom libraries have been purchased with emphasis on leveled books for student interest and readability.
 - Within the workshop model, reading mini lessons include strategies and skills for decoding, word recognition, fluency, background knowledge, vocabulary, comprehension,
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1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

A team comprised of the principal, assistant principals, LSO Network, ICI, Student achievement facilitator, data specialist, ELA and math coaches, and members of the school leadership team and inquiry committee were asked to reflect on the implication of findings from the audit of the written, tested and taught curriculum in ELA and Mathematics to ascertain if findings were applicable.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable **City Department of Education accountability and assessment resources that include: the School Report Card, school Progress Reports, the Quality Review, the periodic and predictive assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments, the school committee ascertained that causal factors for low student performance could be attributed to inadequate alignment of curriculum, instruction, assessment, resources, and/or professional development with identified needs as well as inadequate quantification of classroom observations and use of best practices for effective instructions.**

In regards to instruction the school found that classroom assessments are aimed more at grading (classifying) students than at monitoring progress and helping all students learn and that there is a lack of technology integration

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Based on analysis of the available information from New York State Education Department and New York within the content areas. This being said while the school has made technology a priority and has properly equipped the school to support its mission of using technology to aid in effective instruction; it has found that teachers lack the knowledge and skills necessary to integrate technology into their classroom instruction. As a result the school has focused in providing PD aimed at improving knowledge and comfort with technology so has to effect an improvement in instruction and student engagement.

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1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- The 6th, 7th and 8th grades will use and implement the city mandated March to March Impact curriculum.
- An emphasis in the areas of measurement and geometry and number sense and operations aided by the use of manipulatives to increase student engagement, knowledge retention and skill development.
- Classes will meet for 8 periods weekly and address school bottom lines of using technology and data to drive instruction.
- Study groups comprised of teachers, the math coach and the assistant principal will address the need to pace the calendar to adjust for the testing dates and address weak areas of instruction.
- Content area classes will include a dedicated listening, reading, speaking and writing component to address all learners.
- Students will be offered departmental test to monitor progress towards standards
- Instruction will be spiraled across the grades.
- The use of manipulatives will enhance effective instruction and address the different learning styles within the classroom.
- Professional development sessions will be offered to offer assistance to teachers and pares in the areas of measurement and geometry and number sense and operations as pertains to the use of alternative instruction methods to increase effectiveness of instruction and student achievement.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A team comprised of the principal, assistant principals, LSO Network, ICI, Student achievement facilitator, data specialist, ELA and math coaches, and members of the school leadership team and inquiry committee were asked to reflect on the implication of findings from the audit of the written, tested and taught curriculum in ELA and Mathematics to ascertain if findings were applicable.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on an analysis of the available information from New York State Education Department and New York City Department of Education accountability and assessment resources that include: the School Report Card, school Progress Reports, the Quality Review, the periodic and predictive assessment, ARIS, as well as result of the Inquiry Team action research, surveys, and school-based assessments, the school committee ascertained that causal factors for low student performance could be attributed to inadequate alignment of curriculum, instruction, assessment, resources, and/or professional development with identified needs as well as inadequate quantification of classroom observations and use of best practices for effective student engagement.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Using the workshop model engages students while at the same time assessing students' background knowledge, prior knowledge.
 - Demonstration lessons from Teacher's College and from the literacy coach supports pedagogy in the workshop model.
 - Classroom intervisitations allow a community of teacher learners so that best practices are shared.
 - Reading and Writing in Non-Fiction supports student learning in the content language and increases academic language.
 - Technology is used as an intervention service for all ELL students using the programs *Achieve 3000* and *ELLIS*.
 - Using portfolios to support learning.
 - Classroom libraries will include librarians who will maintain the classroom library using the Fountas and Pinnell system of leveling.
 - Blogging will be used in 7th and 8th grade honor classes.
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2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom

SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

A team comprised of the principal, assistant principals, LSO Network, ICI, Student achievement facilitator, data specialist, ELA and math coaches, and members of the school leadership team and inquiry committee were asked to reflect on the implication of findings from the audit of the written, tested and taught curriculum in ELA and Mathematics to ascertain if findings were applicable.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Based on analysis of the available information from New York State Education Department and New York City Department of Education accountability and assessment resources that include: the School Report Card, school Progress Reports, the Quality Review, the periodic and predictive assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments, the school committee ascertained that causal factors for low student performance could be attributed to inadequate alignment of curriculum, instruction, assessment, resources, and/or professional development with identified needs as well as inadequate quantification of classroom observations and use of best practices for effective instruction and student engagement.

In regards to instruction the school committee found that classroom instruction is aimed more at providing information to students than at monitoring understanding, progress growth and helping all students learn. In addition there is a lack of technology integration within the content area. This being said, while the school has made technology a priority and has properly equipped the school to support its mission of using technology to aid in effective instruction; it has found that teachers lack the knowledge and skills necessary to integrate technology into their classroom instruction. The committee believes that technology instruction will serve to provide a high level of student engagement and high academically focused class time with student activities that compliment instruction and enhance instructional practices.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

As a result the school has focused in providing PD aimed at improving knowledge and comfort with best practices and technology so has to effect an improvement in instruction.

- The use of manipulatives will enhance effective instruction and address the different learning styles within the classroom.
 - Professional development sessions will be offered to offer assistance to teachers and paras in the areas of conceptual mathematics and its applications
 - Technology will be used as an alternative instruction method to increase effectiveness of instruction, student achievement and engagement.
 - Best practices will be taught by assistant principal to increase high academically focused class time.
 - While direct instruction has proven to be effective in school-wide practices, manipulatives and other methods of engagement will enhance student activities so as to increase student engagement and provide a high level of instruction.
 - Coach Assisted lesson development and modeling
 - Participation in the Extended Day Math.
 - Participation in student supportive after school clubs to address the barriers that interfere with academics and attendance.
 - Using data to drive instruction – teachers will collaborate with other teachers to analyze and interpret student data to service students’ needs.
 - Reading/Writing in the Content Area – Reading and Writing will be used across the curriculum and content areas to narrow the gap between the written and oral word.
 - Using Portfolios and Math Assessment Notebooks to support learning- Teachers will use different types of assessments to monitor student growth.
 - Looking at student work- teachers will view students as a whole, will use test, quizzes, departmental assessment, Acuity and Scantron tests, projects and other forms of assessments to better gauge student progress.
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KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

A team comprised of the principal, assistant principals, LSO Network, ICI, Student achievement facilitator, data specialist, ELA and math coaches, and members of the school leadership team and inquiry committee were asked to reflect on the implication of findings from the audit of applicable data to ascertain if findings were applicable.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school demographics and accountability snapshot reveals that 71.1% of teachers at I. S. 220 have been teaching at our school for more than two years and 64.4 % have taught for more than five years anywhere.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development and new teacher mentoring will be fully implemented for new and transferred teachers.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A team comprised of the principal, assistant principals, LSO Network, ICI, Student achievement facilitator, data specialist, ELA and math coaches, and members of the school leadership team and inquiry committee were asked to reflect on the implication of findings from the audit of the written, tested and taught curriculum in ELA and Mathematics to ascertain if findings were applicable.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on an analysis of the available information from New York State Education Department and New York City Department of Education accountability and assessment resources that include: the School Report Card, school Progress Reports, the Quality Review, the periodic and predictive assessment, ARIS,

as well as result of the Inquiry Team action research, surveys, and school-based assessments, the school committee ascertained that causal factors for low student performance could be attributed to inadequate alignment of curriculum, instruction, assessment, resources, and/or professional development with identified needs as well as inadequate quantification of classroom observations and use of best practices for effective student engagement.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

A tracking system is being established to show which teachers are receiving professional development, the topic of the professional development, and follow up discussions with the appropriate assistant principals and coaching staff.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

A team comprised of the principal, assistant principals, LSO Network, ICI, Student achievement facilitator, data specialist, ELA and math coaches, and members of the school leadership team and inquiry committee were asked to reflect on the implication of findings from the audit of the written, tested and taught curriculum in ELA and Mathematics to ascertain if findings were applicable.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Based on an analysis of the available information from New York State Education Department and New York City Department of Education accountability and assessment resources that include: the School Report Card, school Progress Reports, the Quality Review, the periodic and predictive assessment, ARIS, as well as result of the Inquiry Team action research, surveys, and school-based assessments, the school committee ascertained that causal factors for low student performance could be attributed to inadequate alignment of curriculum, instruction, assessment, resources, and/or professional development with identified needs as well as inadequate quantification of classroom observations and use of best practices for effective student engagement.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Using the workshop model engages students while at the same time assessing students' background knowledge, prior knowledge.
- Demonstration lessons from Teacher's College and from the literacy coach supports pedagogy in the workshop model.

- Classroom intervisitations allow a community of teacher learners so that best practices are shared.
- Reading and Writing in Non-Fiction supports student learning in the content language and increases academic language.
- Technology is used as an intervention service for all ELL students using the programs *Achieve 3000 and ELLIS*.
- Using portfolios to support learning.
- Classroom libraries will include librarians who will maintain the classroom library using the Fountas and Pinnell system of leveling.
- RIGOR Program for Beginner ELL students
- All teachers keep an assessment data notebook, TAN.
- All teachers are given RLAT,RYOS reports to keep in their TAN

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEP's of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Formal and informal classroom visits will be conducted to observe the implementation of students' IEP modifications and accommodations in the general education classroom.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although, in compliance with Chapter 408, each general education teacher has been provided with a copy of his/her students' IEP, classroom observations indicate that many general education teachers are unfamiliar with the specific modifications and/or accommodations indicated on students' IEP's.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development will be provided for both general education and special education teachers on the provision of accommodations and modifications for those students with Individualized Education Programs. SETRC staff developers from both the LSO network and UFT Teacher Center will support the school in this initiative

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEP’s clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEP’s and the content on which these students are assessed on grade-level state tests. Finally, IEP’s do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

The school administration will conduct a sample review of IEP’s for students with disabilities in each program currently provided at John J. Pershing I.S. 220 to evaluate the alignment of goals and objectives and modified promotion criteria with the grade-level state assessments. In addition IEP’s will be reviewed for the inclusion of behavioral goals and objectives when appropriate.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

A preliminary review of IEP’s indicates that the modified promotion criteria specified on students’ IEP’s are often not aligned with the students’ mastery or non-mastery of the grade specific state performance standards in ELA and Math.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Professional development will be provided to special education staff responsible for developing students’ Individualized Education Programs. Grade level performance indicators have been provided to all applicable staff members. There will be an ongoing review of IEP’s to monitor this issue. Additional support from central will be needed to address this issue.

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The URL for this survey will be posted on the NYCDOE website and announced in an upcoming edition of Principal's Weekly. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2009-10 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

Additional Guidance: In the May 20 edition of "Principals' Weekly", the Office of Teaching & Learning will release a memo mapping instructional strategies to some of the most common high-level school goals as identified through the CEP process. This document will specifically call out initiatives that meet C4E eligibility requirements and is intended to help principals and SLT's brainstorm ways that C4E funds can be effectively and creatively deployed to support overall educational goals.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2009-10 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

Yes (If yes, respond to questions in Parts A and B of this section.)

No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

Yes

No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-10? How many new classrooms/class sections will be created for school year 2009-10? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2008-09	# New Classrooms/ Class Sections	Projected Average Class Size 2009-10
6	all		27	1	25
7	all		27	1	25

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B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-10? How many existing classrooms will be targeted for school year 2009-10? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2008-09	# Classes Targeted	Projected Teacher-Student Ratio 2009-10

II. Time on Task

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

C. Dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

D. Individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Establishment of an academic intervention program to provide targeted interventions to students at risk of not meeting standards.

This program will target English language learners, Students with Disabilities, students in poverty and students with low academic achievement.

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

Expansion of program to provide response to intervention to more students. An AIS program will be implemented with the ELL population.

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

Yes

No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-10, and include a brief description of the program that will be implemented.

A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

New implementation

Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

B. Professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:
Use of coaches to assist and monitor new teachers. Provide ongoing teacher development seminars and model best practices and strategies.

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:
I. S. 220 has a literacy coach on staff for five years. The literacy coach is a certified language arts teacher. The coach has attained status as a UFT Teacher Center Staff Developer. The literacy coach conferences, mentors, models, and does collaborative teaching with ELA and ESL teachers.
The literacy coach holds weekly focus group meetings on various topics such as running records, conferences and looking at data.

The coach attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
The coach participates in curriculum planning and development, data analysis and coordinates interim testing.

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

In 2009-10 the literacy coach will work with social studies and science teachers to promote literacy in the content areas, focusing on academic vocabulary.

The teacher center will be in its second year and will be developing into a resource and support center for all staff.

D. Instructional coaches for principals (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10.

Details of Program Expansion:

IV. Middle and High School Restructuring

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2009-10, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-10 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2009-10, or whether it is the expansion or modification of a current strategy.

Program Description:

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.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.)

We currently have 2 students under STH classification

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

Because students may suddenly find themselves homeless or in need of shelter. Students faced with living in temporary housing generally perform at lower levels and may even choose to drop out of school — a decision that will have an impact on their ability to get a good job that will support a better, more stable life. This allocation supports services, such as extended-day math and reading programs and staff to ensure that students attend school, to help these students succeed academically and encourage them to stay in school.

The school will ensure that:

- Identifies and interviews all STH families and students, which includes but is not limited to, conducting intake and move-out interviews, distributing and collecting questionnaires, and maintaining intake and move out logs.
- Informs all STH families, students and unaccompanied youth of their educational rights by distributing the McKinney-Vento guides and posters.

- Assists STH families and unaccompanied youth with school enrollment and transfers, which includes but is not limited to, contacting school officials and Office of School Enrollment Placement Office, and by assisting the STH family and unaccompanied youth obtain all necessary documents needed for enrollment.
- Coordinates with schools and the Office of Pupil Transportation (OPT) in arranging transportation for students. This includes overseeing school bus pick up and drop off in shelters. In addition, distribute, manage, and track all metro cards given to parents used to accompany their children to school.
- Liaises between schools & parents in order to meet educational needs of STH children & youth.
- In collaboration with the STH Content Expert(s), monitors and improves the attendance of STH students; assist in recruiting STH parents for activities intended for them, and facilitate extended day activities for STH children and youth.

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.
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 in the borough Integrated Service Center (ISC) or Children First Network.

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