



IS 220
JOHN J. PERSHING

20K220 CEP

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL:	20K220
ADDRESS:	4812 9TH AVENUE BROOKLYN, NY 11220
TELEPHONE:	718-633-8200
FAX:	718- 871-7466

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SECTION I: SCHOOL INFORMATION PAGE

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

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: ABDEL BESHIR

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 609

NETWORK LEADER: Debra Van Nostrand

SUPERINTENDENT: KARINA COSTANTINO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Loretta Witek	*Principal or Designee	
Lisa Baldassano	*UFT Chapter Chairperson or Designee	
Abdel Beshir	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
-Nina Comanto	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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 1304 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 school instructional-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, and Science Regents classes as well as a Spanish proficiency class. John J. Pershing has incorporated the arts into our academic program. The school has partnered with Dancing Classrooms. In addition, the school has partnered with Computers for Youth (CFY) and Teaching Matters through Connected Learning to enhance computer literacy and increase communication amongst our students and parents.

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.

In addition Pershing has instituted The AVID (Advancement Via Independent Determination) program. It is a program intended to close the achievement gap. AVID equips students with literacy skills, organization skills, and life experiences to prepare them for college. The WICR components and the Cornell note-taking are just some of the skills students learn in all the core subjects when in the program. The program requires that AVID students obtain 5 periods of the AVID curriculum where they are taught these specific skills which includes 2 periods of tutoring a week from volunteer college students. The AVID program targets our mid-level students who have the potential to perform at high levels given the appropriate skills.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

(As of October 31)	2009-10	2010-11
Pre-K	0	0
Kindergarten	0	0
Grade 1	0	0
Grade 2	0	0
Grade 3	0	0
Grade 4	0	0
Grade 5	0	0
Grade 6	352	386
Grade 7	433	409
Grade 8	507	499
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Ungraded	0	0
Total	1267	1294

Attendance - % of days students attended :

(As of June 30)	2008-09	2009-10	2010-11
	93.2	96.1	95.0

Student Mobility - % of Enrollment :

(As of June 30)	2008-09	2009-10	2010-11
	92.0	92.3	

Poverty Rate - % of Enrollment :

(As of October 31)	2008-09	2009-10	2010-11
	83.8	100.0	100.0

Students in Temporary Housing - Total Number :

(As of June 30)	2008-09	2009-10	2010-11
	5	4	1

Recent Immigrants - Total Number :

(As of October 31)	2008-09	2009-10	2010-11
	128	361	

Special Education Enrollment:

(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	35	47	49
# in Collaborative Team Teaching (CTT) Classes	22	40	47
Number all others	79	80	79

These students are included in the enrollment information above.

Suspensions (OORS Reporting) - Total Number:

(As of June 30)	2008-09	2009-10	2010-11
Principal Suspensions	96	178	9
Superintendent Suspensions	30	35	3

Special High School Programs - Total Number:

(As of October 31)	2008-09	2009-10	2010-11
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment:

(As of October 31)	2008-09	2009-10	2010-11				
# in Transitional Bilingual Classes	129	79	66	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31	2008-09	2009-10	2010-11
# receiving ESL services only	296	473	537	Number of Teachers	90	92	97
# ELLs with IEP's	14	63	38	Number of Administrators and Other Professionals	14	12	20

				2008-09	2009-10	2010-11	
Overage Students:							
(# entering students overage for grade as of October 31)	2008-09	2009-10	2010-11	Number of Educational Paraprofessionals	3	5	5
	7	8	31				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2008-09	2009-10	2010-11
(% of Enrollment as of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	98.9	TBD
American Indian or Alaska Native	.3	.2	.5	Percent more than two years teaching in this school	71.3	71.1	TBD
Black or African American	1.4	1.5	1.6	Percent more than five years teaching anywhere	65.5	64.4	TBD
Hispanic or Latino	52.1	41.4	39.6				
Asian or Native Hawaiian/Other Pacific Isl.	39.5	50.9	52.9	Percent Masters Degree or higher	85.0	86.0	TBD
White	6.7	5.9	5.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.5	96.6	TBD
Multi-racial		.1	0				
Male	51.5	53.3	52.1				
Female	48.5	46.7	47.9				

2010-11 TITLE I STATUS

<input checked="" type="checkbox"/> Title I School wide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR
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NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

identification:			
Overall NCLB/SED Accountability Status (2010-11):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructured – Year 3	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school’s Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	x	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino	x	√				
Asian or Native Hawaiian/Other Pacific Islander	x	√				
White	x	√				
Multiracial						
Other Groups						
Students with Disabilities	x	√				
Limited English Proficient	x	√				
Economically Disadvantaged	x	√				
Student groups making AYP in each subject	0	7	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2010-11		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	50.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Instructional & Organizational Coherence	Proficient
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Gather & Analyze Data	Well Developed
School Performance (Comprises 25% of the Overall Score)	6.4	Quality Statement 3: Plan & Set Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	37.2	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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 implications 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 showed an increase in our ELL & recent immigrant population.
- Increase of number of students at level 1 on ELA Test from 44 in 2009 to 303 in 2010.
- Increase of number of students at level 1 on Math Test from 56 in 2009 to 141 in 2010.

Highlights

- 52 percent of students tested in Math Test scored at proficient level 3 and 4 in 2010.

Math				#L1	%L1	#L2	%L2	#L3	%L#	#L4	L%4	#3/4	%3/4
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
20K220	All Grades	2010	1406	141	10.0	534	38.0	422	30.0	309	22	731	52

ELA				#L1	%L1	#L2	%L2	#L3	%L#	#L4	L%4	#3/4	%3/4
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

20K220	All Grades	2010	1095	303	28	546	49.8	228	20.8	18	1.6	246	22.5
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ELA Performance Levels

Grade	# Tested	Level 1	Level 2	Level 3	Level 4	level 3/4
		Percentage	Percentage	Percentage	Percentage	Level 3/4
All Grades School	1,095	28%	50%	21%	2%	23%
Grade 06	296	27%	48%	24%	1%	25%
Grade 07	378	28%	48%	21%	3%	24%
Grade 08	421	28%	53%	18%	1%	19%

Math Performance Levels

Grade	# Tested	Level 1	Level 2	Level 3	Level 4	Level 3/4
		Percentage	Percentage	Percentage	Percentage	
All Grades School	1,406	10%	38%	30%	22%	52%
Grade 06	388	10%	35%	29%	26%	55%
Grade 07	471	11%	36%	31%	22%	53%
Grade 08	547	10%	42%	29%	19%	48%

ELA Proficiency by Subgroup	All Grades		Grade 6		Grade 7		Grade 8	
	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+
All Students	1,095	22%	296	25%	378	24%	421	19%
School								
Disability Status								
General Education	929	26%	250	29%	314	28%	365	21%
Students with Disabilities	166	5%	46	7%	64	2%	56	7%
Ethnicity								
American Indian or Alaska Native	2	50%	2	50%	0	0%	0	0%
Asian or Pacific Islander	476	26%	127	28%	144	31%	205	21%
Black or African American	21	48%	4	25%	12	58%	5	40%
Hispanic or Latino	523	18%	137	23%	197	18%	189	15%
Multiracial	2	0%	1	0%	1	0%	0	0%
White	71	23%	25	20%	24	17%	22	32%
Gender								
Female	519	28%	134	31%	184	32%	201	22%
Male	576	18%	162	21%	194	16%	220	16%
English Proficiency								
English Proficient	730	32%	193	38%	257	33%	280	28%
Limited English Proficient	365	2%	103	2%	121	4%	141	1%
Economic Status								

	1,095	22%	296	25%	378	24%	421	19%
Economically Disadvantaged								
Math Proficiency by Subgroup								
	All Grades		<u>Grade 6</u>		<u>Grade 7</u>		<u>Grade 8</u>	
	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+	#Tested	%L3+
All Students	1,406	51%	388	54%	471	53%	547	48%
School								
Disability Status								
General Education	1,240	57%	341	58%	408	60%	491	53%
Students with Disabilities	166	11%	47	28%	63	6%	56	4%
Ethnicity								
American Indian or Alaska Native	2	50%	2	50%	0	0%	0	0%
Asian or Pacific Islander	774	70%	214	64%	234	76%	326	70%
Black or African American	23	43%	5	40%	12	67%	6	0%
Hispanic or Latino	531	27%	141	43%	200	27%	190	15%
Multiracial	2	0%	1	0%	1	0%	0	0%
White	74	35%	25	36%	24	42%	25	28%
Gender								
Female	660	55%	175	54%	223	58%	262	53%
Male	746	48%	213	55%	248	48%	285	43%
English Proficiency								
English Proficient	753	50%	202	61%	263	52%	288	42%
Limited English Proficient	653	53%	186	47%	208	54%	259	55%
Economic Status								

1,406	51%	388	54%	471	53%	547	48%
Economically Disadvantaged							

Needs

As a result of the State changing the parameters of tests benchmark, an analysis indicates an increase of students scoring at the level 1 performance at John J. Pershing IS 220. A major area of concern at IS 220, continues to be the increasing percentage of English language learners at the school in addition to the academic performance level of its sub-group students were identified as noted in the school report card

Level 1 and bottom 3rd

1. Students with disabilities in ELA
2. Asian or Pacific Islander, ELL's and Economically disadvantaged students in ELA
3. Students with disabilities and Hispanic Students in Math

Level 2 and bottom 3rd

1. Asian or Pacific Islander, English language learners and students in ELA
2. Hispanic and Special Education Students in Math

School-wide Priorities for Improvement for 2010-11

- 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
- Increase our understanding of ELL learning and ELL strategies to enhance teaching & learning.

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.
- Increase the use of ARIS within our professional learning communities to address student needs and increase academic achievement.
- Reading/Writing in the Content Area – Teachers will use the workshop model to enhance student outcomes and participation. 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. Surveyed student learning styles and 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
 - Computer based programs (ALEKS and Destination Math) to enhance understanding and problem solving skills.
 - 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. Reading Rewards
- k. Addition of PLC meeting times to look at student work & progress during Monday 37.5 minutes
- l. 37.5 minute instruction targeted & aligned with State Performance Tests
- m. Use of data from ACUITY testing
- n. DELLTA Program for ELL students to improve literacy
- o. Destination Math CBT program
- p. ALEKS CBT program

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 come 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. Need to find a venue in which teachers may have opportunities 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 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 2010-11 school year. We expect that by June 2011, the ELL student group will demonstrate a 5% year increase in academic ELA performance level 3 and 4 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 2010-11 school year. We expect that by June 2011 the Level 1 and Level 2 student group will show a 5% 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 2010-11 school year. We expect that by June 2011 the proficiency in Level 3 and Level 4 student group will show a 5% 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 2010-11 school year. We expect that by June 2011, the proficiency in Level 3 and Level 4 student group will show a 5% improvement in performance. Our objective is to increase the performance for these students which are identified as our bottom 3rd school wide.

SCIENCE

1. After conducting our needs assessment, the SLT found that children under the Hispanic and 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 2010-11 school year. We expect that by June 2011, 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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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): English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, English Language Learners will show a 5% year increase in proficiency as measured by the NYSESLAT 2011 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><u>Classroom activities:</u> Beginning September 2010 and Ending June 2011</p> <p>1. Beginner ELL student group including SWD and Bilingual students: <i>RIGOR</i>-teacher directed to increase academic language; <i>ELLIS</i>-intervention computer-based software program to increase vocabulary- unit level tests to measure vocabulary, <i>Keys to Learning, Shining Star Series Intro</i>. 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; <i>Achieve 3000</i> 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. <i>QReads</i> intervention program to increase fluency as measured in November, February, and April.</p> <p>3. <u>Level 1 ESL students:</u> AIS services-Jamestown Reading Navigator, Read 180, Wilson</p> <p><u>Responsible Staff:</u> AIS providers, Resource Room Teachers, ESL Teachers, Assistant Principals, Principal</p> <p><u>Professional Development:</u> Center for Applied Sciences – ExCELL Strategies; Network Cluster 609; <i>RIGOR</i>, <i>Achieve 3000</i>, <i>ELLIS</i>, <i>QReads</i>. 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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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 2010: 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>

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, Level I and Level 2 student group will show a 5% year increase in academic ELA performance as measured by the next grade level ELA State Examination in moving towards proficiency.</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><u>Classroom Activities:</u> Beginning September 2010 – Ending June 2011 <u>Targeted Group:</u> 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 <u>Responsible Staff:</u> AIS providers, Resource Room Teachers, ELA Teachers, Assistant Principals, Principal <u>Professional Development:</u> Network Cluster 609 workshops, IS 220,UFT Center, Teacher’s College, Literacy Coach</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 Fair Student Funding 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 2010 state ELA Exam. Midterm: Teachers College Reading and Writing Assessments. Endterm: To analyze the academic growth that students have made; Portfolios; Running records Final: New York State ELA Examination.</p>

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 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 <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 2010 – Ending June 2011 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 –</p>

	<p>In class intervention – Teacher’s College Assessments 4.Strategies: Teacher’s College Reader’s and Writer’s workshop <u>Responsible Staff:</u> AIS providers, Resource Room Teachers, ELA Teachers, Assistant Principals, Principal <u>Professional Development:</u> Network Cluster 609 workshops, IS 220,UFT Center, Teacher’s College, Literacy Coach</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 Fair Student Funding 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 2010 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>

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the proficiency in Level 3 and Level 4 student group will show a 5% improvement in performance. Our objective is to increase the performance for these students which are identified as our bottom 3rd school wide.</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>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 and analyze summative and formative assessments to improve effective instruction. • Establishing topic focused professional learning teams (PLT) by grade and departments to increase teacher collaboration on reviewing student performance, interventions and instructional delivery. • Adopting the common score standards in mathematics and aligning with NYS standards to ensure a rigorous, standard based curriculum. • Observing, monitoring, coaching, and modeling for teachers on a daily basis to improve students time on task and classroom instruction. • Continuing to integrate ExCELL strategies in the classroom and assist with math instruction of the ELL population. • Implement Destination Math Early Morning Program, ALEKS, Achieve 30000 as an AIS service to all students including long term ELL's • Continue to use technology (Smart Boards, Mobile labs, Slates and Interactive software) as a tool to deliver instruction. <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 • During extended day period of 37.5 minutes.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>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
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<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 • All teachers will use ESL methodologies in all lessons • Consistent and transparent records with the use of Engrade as a communication tool. • An increase of 5% in the overall schools Annual Measurable Objective • Increase of school's performance as evident in the 6th, 7th and 8th grade sources

	<ul style="list-style-type: none"> • Teacher data initiative report, formal and informal observations.
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Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 8th grade students will show a 3% increase in levels 3 and 4 as measured by the NYS ILSE.</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>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 <p>Responsible staff</p> <ul style="list-style-type: none"> • All 8th grade science teachers <p>Implementation Timelines</p> <ul style="list-style-type: none"> • Throughout the 2010-2011 school year • Use of technology (Smart Boards, Mobile labs and Interactive software)

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>TL fair student funding. Title 1 Title 2D</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>8th grade students will be given a midterm created by the department in January of 2011. In addition continuous assessment based on the targeted concepts from the “Measuring Up” will be administered to measure students’ progress.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

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>Aleks</p> <ul style="list-style-type: none"> • one to one, computer based small group tutoring during the school day, during early morning and 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. 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</p>

	instruction.
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. 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: Evelyn Reily	Intervention as needed for at risk students, during school day.
At-risk Services Provided by the Social Worker: Gilberto Suero MSW	Intervention as needed for at risk students and parents, during school day.
At-risk Health-related Services: Anne Young, CNP	Intervention by Lutheran Medical Center health clinic's nurse practitioner during school day.

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:
 - a. A community Liason is available to assist in translation.
 - b. Due process notices
 - c. Student Intervention Teacher Letter to Parents
 - d. Principal Suspension Notices
 - e. Newsletters
 - f. School Attendance Lateness/Policy

B. Agenda for:

- A community Liason is available to assist in translation.
- 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:

- A community Liason is available to assist in translation.
- 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.

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 2010-11 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:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;
- 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;
- training parents to enhance the involvement of other parents;
- 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;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- 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 09/09/2010 and will be in effect for the period of 2010/2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30th, 2010

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 2010-11 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 2010-11.

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.
- Demonstration lessons from Teacher's College and from the literacy coach supports pedagogy in the workshop model.
 - Classroom inter-visitations 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
 - 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 paraprofessionals 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, mentoring and modeling for teacher development
 - Participation in the Extended Day Math and ELA.

- Using data to drive instruction – teachers will collaborate with other teachers to analyze and interpret student data to service students’ needs.
 - 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.
 - Achieve 3000 intervention program for all ELL students
 - ELLIS Programm 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
 - Jamestown Reading Navigator
 - Referral to Wilson Screening
 - Great Leap Assessments.
 - 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
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.
- 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.
 - 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 (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

Part A: SURR 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 SURR. 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: 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 4 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.

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11

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

- 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:

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 220 John J. Pershing					
District:	20	DBN:	20K220	School		332000010220

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.8	94.6	94.6
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.4	91.1	80.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	370	352	385	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	421	432	409		86.7	95.1	95.1
Grade 8	484	505	500				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	24	93
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	1275	1290	1295	(As of October 31)	2007-08	2008-09	2009-10
					128	129	270

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	47	51	Principal Suspensions	76	157	178
# in Collaborative Team Teaching (CTT) Classes	43	40	46	Superintendent Suspensions	16	21	35
Number all others	88	80	77				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	70	25	TBD	Number of Teachers	90	97	94
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	15	11
# receiving ESL services only	372	540	TBD				
# ELLs with IEPs	17	67	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	3	2	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	5	26	% fully licensed & permanently assigned to this school	98.9	99.0	98.8
				% more than 2 years teaching in this school	71.1	68.0	75.5
				% more than 5 years teaching anywhere	64.4	55.7	68.1
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	86.0	82.0	87.2
American Indian or Alaska Native	0.0	0.2	0.2		96.6	93.6	96.6
Black or African American	2.0	1.6	1.9				
Hispanic or Latino	49.6	41.5	39.3				
Asian or Native Hawaiian/Other Pacific	41.3	50.9	53.0				
White	7.1	5.9	5.4				
Male	52.9	53.3	52.0				
Female	47.1	46.7	48.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:
		-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v			-	
Ethnicity							

American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	v	v			-	
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial						
Students with Disabilities	vsh	v			-	
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v			-	
Student groups making	7	7	1		0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				WD
Overall Score:	50.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				P
School Environment:	6.8	Quality Statement 2: Plan and Set Goals				WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals				WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD
Student Progress:	37.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 609	District 20	School Number 220	School Name I.S. 220
Principal Loretta M. Witek		Assistant Principal Bernadette Amato	
Coach Denise Payne		Coach Jennifer Lincoln	
Teacher/Subject Area Margaret McGrath/ESL		Guidance Counselor Erica Gonzalez	
Teacher/Subject Area Sylvia Brennan/ESL		Parent	
Teacher/Subject Area Siu Sang Sum/NLA/Special Ed.		Parent Coordinator Sylwia Jasinski	
Related Service Provider Kimberly Coursey / SETSS		Other	
Network Leader Debra Van Nostrand		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	10	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	3	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	1319	Total Number of ELLs	619	ELLs as Share of Total Student Population (%)	46.93%
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Part II: ELL Identification Process

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

1. 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Margaret McGrath, ESL Coordinator and Spanish Bilingual Teacher, and Sylvia Brennan, ESL teacher, are responsible for conducting the initial screening, and administering the HLIS AND LABR. They also administer the Spanish LAB is administered to students who have been identified as having Spanish as their language spoken at home. When new students come to register, the ELL Coordinator, a licensed ESL and Spanish bilingual teacher, reviews the Home Language Identification Survey (HLIS) and conducts the informal oral interview. For languages other than Spanish, the ELL Coordinator utilizes the translation unit or available bilingual staff members. Within ten days, the ELL Coordinator administers the LAB-R, if indicated by the HLIS. Using the information from the Revised LAB/NYSESLAT Eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLST).

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), a parents views, in their native language, the NYCDOE Orientation Video for Parents of English Language Learner during individual parent orientation sessions held at the time of their child's registration. In September, when there are large numbers of students registering, parents attend group orientation sessions. Parents receive an invitation to the orientation session in the native language. Parents complete the Parent Survey and Selection form at the orientation session. Translation is provided during the parent orientation sessions so that parents' questions can be answered fully.

3. To ensure that the Parent Survey and Program Selection forms are returned, parents complete the forms during the individual parent orientation session at registration. In September, when parents are invited to group parent orientation sessions, the ELL Coordinator contacts the parents who were unable to attend, and invites them to an individual orientation session at a time convenient to the parent.

4. According to the Parent Survey and Selection Form, the ELL Coordinator places the students in a bilingual or ESL program. Since translation is provided at the parent orientation sessions, parents are informed about the program choices available in the New York City schools and have the opportunity to ask any questions.

5. The trend in program choice has been increasing toward the ESL program. During the 2007-2008 school year, 52% of parents who registered a child chose the Transitional Bilingual program and 48% chose the Freestanding ESL program; 2008-2009 school year, 25% chose the Transitional Bilingual Program and 75% chose the Freestanding ESL program; 2009-2010, 9% chose the Transitional Bilingual Program and 91% chose the ESL Freestanding ESL program.

6. The program models offered at our school are aligned with parental requests. We have increased the number of ESL program classes for newcomers during the past few years to align with parent choice. Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	7	7	8	0	0	0	0	22
Push-In	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Total	0	0	0	0	0	0	10	10	11	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	619	Newcomers (ELLs receiving service 0-3 years)	440	Special Education	21
SIFE	65	ELLs receiving service 4-6 years	55	Long-Term (completed 6 years)	124

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	78	1	5	0	0	1	0	0	1	78
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	362	48	1	55	17	3	124	0	10	541
Total	440	49	6	55	17	4	124	0	11	619

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese							25	25	28					78
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	0	0	0	0	0	25	25	28	0	0	0	0	78

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							47	34	44					125
Chinese							95	135	150					380
Russian							1	0	0					1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali							1	2	0					3
Urdu							2	2	2					6
Arabic							4	5	3					12
Haitian							0	0	0					0
French							0	1	0					1
Korean							0	0	0					0
Punjabi							0	1	0					1
Polish							1	0	1					2
Albanian							1	0	0					1
Other							6	0	3					9
TOTAL	0	0	0	0	0	0	158	180	203	0	0	0	0	541

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

1. A. Departmentalized, Transitional Bilingual program (TBE) or our Departmentalized English as a Second Language program (ESL) which are full classes according to the parent selection form.

B. Classes are block homogeneous.

2. 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.

3. For Transitional bilingual content area 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. Teachers use ExC-ELL methodologies, and as well as QTEL methodologies to enrich language development.

4. A. NA

B. ELLs in US schools less than three years, follow a modified ELA curriculum based on reader's and writer's workshop. There is a strong

focus the stages of grammar and stages of word knowledge. There is a focus on verb tenses and verb forms. Students are early readers and receive a classroom library for their readability level.

C. ELLs receiving service 4 to 6 years are immersed in a more rigorous reading and writing workshop which is aligned to the English Language Arts Curriculum. The is a focus still on language development and reading and writing. These students are immersed with a rich classroom library and are expected to raise their level of reading and writing volume.

D. Long Term ELLs received an English Language Arts Curriculum. Students are tracked to receive early morning and after school school services. There is a focus of paired reading and writing partnerships.

E. ELLs with special needs follow the recommendations on the IEPs and the English Language Arts Curriculum. Students receive small group instruction from the SETSS teacher using a variety of strategies and intervention programs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

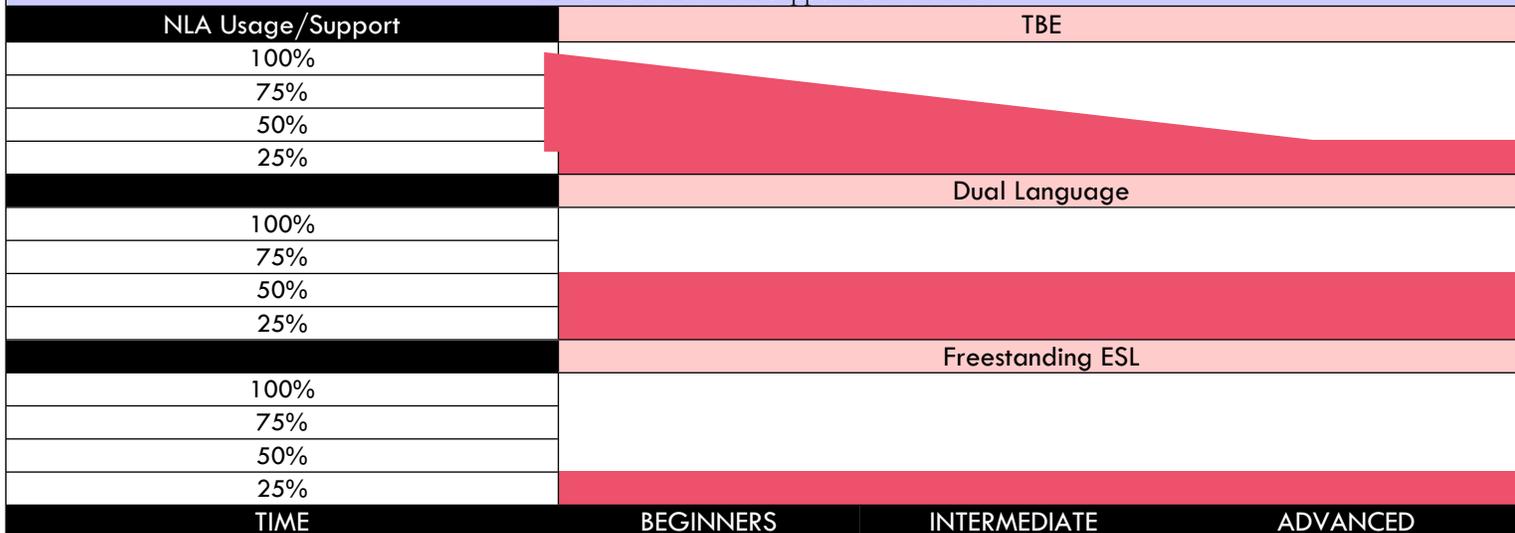
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention for ELL students in the content areas includes instruction using ExC-ELL methodologies which practices a seven step immersion of vocabulary. Students are immersed in academic vocabulary building. Students also receive reading and writing in their content areas. Intervention programs such as Achieve 3000, Destination Math, Read 180, Jamestown Reading Navigator, and Great Leaps are used at the school level. The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening.
6. ELL students receive support for two years after they have received proficiency by following the literacy curriculum. Students are also given extra support in the early morning and after school literacy programs. Students continuing transitional support are grouped in their classrooms for weaknesses as informed from the NYSESLAT test.
7. Making Books Sing is an arts education program that is being sought for ELLs in the school.
8. NA
9. ELLs receive the same access to all school programs such as SMART Arts and ELL After school programs.
10. A computer lab for ELLs is programmed in their day. Students are immersed in Achieve 3000. Smartboards are installed in classroom giving students the ability to interact in the lesson. 6th grade students have their own laptops.
11. Native language support is delivered during the mandated Native Language Arts instruction. The instruction is delivered in Chinese. Students follow the literacy curriculum as mandated by the New York State Education department. Students receive a native classroom library and receive literacy instruction as it is related to reading, writing, speaking, and listening. Students receive the mandated number of period in NLA and follow the ELA curriculum.
12. Yes, required services support aligns with the students grade level. Services are also aligned with proficiency levels.
13. Students receive a modified ESL/ELA curriculum at the beginning of the year where reading and writing is thematic to integrate them with vocabulary about their school community, family, community, and careers.
14. NA

C. Schools with Dual Language Programs

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

NA for #1 through #5.
Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. ELL personnel receive professional development from the Teacher's College Reading and Writing Project. Additional support is provided from our ESL Coordinator and Literacy Coach. ELL teachers also receive professional content area support from the ExC-ELL Institute
2. Students receive an orientation before the beginning school year. Eighth graders receive information about high schools. The guidance support group prepares a Career Day for the students when they are in the eighth grade.
3. All staff member receive professional development with more than the 7.5 hours of ELL required training. Records are maintained by using a sign in sheet. Teachers are included in QTEL training and as well as a 5 - 6 day training in ESL methodologies.

E. Parental Involvement

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

1. Parents are invited to our annual Open House. Parents are also invited to have orientation when they first enter the school building. Parents are invited to an annual Arts show during the school year.
2. Partnerships include: A community Liason for translation, Lutheran Medical Center, Maimonides Hospital, Center For Family Living, Chinese Planning Council, Beacon, Smart Arts Academy.
3. An annual Parent survey is used and communication with the Parent Coordinator.
4. Parents are debriefed during Open House about curriculum and other programs at the school. Many parents are not able to attend meetings or functions during the day so we have them at night and on the weekends.

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)							68	115	148					331
Intermediate(I)							39	45	47					131
Advanced (A)							76	45	36					157

Total	0	0	0	0	0	0	183	205	231	0	0	0	0	619
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							40	61	55				
	I							25	51	56				
	A							70	44	41				
	P							22	15	38				
READING/WRITING	B							43	75	107				
	I							39	44	49				
	A							65	46	33				
	P							10	6	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	54	43	6	0	103
7	58	27	0	0	85
8	71	43	4	0	118
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11	5	41	15	30	24	7	21	154
7	4	21	4	63	2	39	3	32	168
8	3	27	4	59	9	54	2	46	204
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	7	2	29	1	60	0	15	118

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	71	0	24	0	16	0	0	118
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int.Algebr</u>	0	20	0	19
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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	22	18	21	9				

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

1. 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 do 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. 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.

Paste response to questions 1-6 here

1. All English Language Learners take the New York State English as a Second Language Achievement Test (NYSESLAT) every spring. In analyzing the NYSESLAT data students are grouped according to the assessment for the upcoming academic year. All students are then assessed using TCRWP. In analyzing the NYSESLAT data 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. Early literacy skills such as language pattern are determined. Students are grouped according to their needs within their respective classes after the initial assessment. These observations are supported by the NYSESLAT 2008-9 data reported on the RNMR (NYSESLAT Modality Report) in ATS.
2. The data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that 75 English Language Learners scored at the "Proficient" level on the Listening/Speaking modalities; on the Reading/Writing modalities 17 students scored "Proficient." The data also reveals that of the 619 English Language Learners 331 (53%) students scored at the "Beginner" level; 131 (21%) students scored at the "Intermediate" level; 157 (25%) students scored at the "Advanced" level.
3. Professional Development is aligned according to the data. Staff receives information on strategies for success and how to implement instruction on the Listening/Speaking modalities, and on the REading/Writing modalities.
4. Transitional Bilingual Program:
 - a. Across the grades and proficiency levels the data indicates that two-thirds of the students in the Transitional Bilingual Program are scoring at the beginner level. Approximately 5% of the students scored at the Advanced level with the remaining students scoring at the Intermediate level.
 - b. On the ELA exam, no students in the Transitional Bilingual Program scored Proficient (Level 3 or 4). On the NYS Mathematics test, where English Language Learners are provided with a translated version, 72% of the students in the Transitional Bilingual Program scored at levels 3 or 4. The levels on the 8th Grade Science and Social Studies tests were higher for students using the translated version, but not as many students achieved the Proficient Level
 - c. The ELL Peiodic Assessment indicates that students are scoring higher in Speaking/Listening Modality than that of the Reading/Writing Modality
- Freestanding ESL Program:
 - a. Across the grades and proficiency levels the data indicates that approximately two-thirds (68%) of the students in the Freestanding ESL program scored at the beginner level. Approximately, one-third scored at the Advanced level with the remaining students scoring at the Intermediate level.
 - b. On the ELA exam, 10 students in the Freestanding ESL Program scored at the Proficient Level (3). On the NYS Mathematics Test, approximately half (48%) of the students in the Freestanding ESL program scored at the proficient levels (3 or 4). Approximately three-fourths of the students in the Freestanding ESL Program who scored proficient (3 or 4) on the NYS Mathematics exam, had the translated version. The levels on the 8th Grade Science and Social Studies tests were higher for students using the translated version.
5. N/A
6. According to the data from the school report card, the school received an A grade on student progress. Student Progress is measured from 2008 - 2009 to 2009 to 2010. the students received a score range of 37.2 out of 60 . English Language Learners showed 52.4% growth in

ELA and 41.0% growth in Math.

Additional Information

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

Paste additional information here

In order to achieve our goal and objectives and to plan for academic language development, we implement the three pillars of literacy learning: reading, writing and word work using the workshop model which addresses all literacy modalities. Students have a range of reading materials with multiple genres at varied proficiency levels. All ELLs have access to classroom libraries with high-interest materials leveled according to proficiency level. Teachers model new reading strategies and students have time for independent work. Students share out their findings. In order to provide total access to the curriculum, teachers use modeling and scaffolding strategies. ELL students are encouraged to enroll in an early morning/after school literacy program. Students will use units of study to increase their academic vocabulary.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 20k220

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,358,454	243,815	1,602,269
2. Enter the anticipated 1% set-aside for Parent Involvement:	13,584.54	2,438.15	16,022.69
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	67,922.7	*	
4. Enter the anticipated 10% set-aside for Professional Development:	135,845.4	*	

Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **96.6%**

5. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

- **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 2010-11 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide 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.**

Summary of School Performance Trends

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

- Population trends showed an increase in our ELL & recent immigrant population.
- Increase of number of students at level 1 on ELA Test from 44 in 2009 to 303 in 2010.
- Increase of number of students at level 1 on Math Test from 56 in 2009 to 141 in 2010.

Highlights

ELA Performance Levels

Grade	# Tested	Level 1	Level 2	Level 3	Level 4	level 3/4
		Percentage	Percentage	Percentage	Percentage	Level 3/4
All Grades						
School	1,095	28%	50%	21%	2%	23%
Grade 06	296	27%	48%	24%	1%	25%
Grade 07	378	28%	48%	21%	3%	24%
Grade 08	421	28%	53%	18%	1%	19%

Math Performance Levels

		Level 1	Level 2	Level 3	Level 4	Level 3/4
		Percentage	Percentage	Percentage	Percentage	
Grade	# Tested					
All Grades						
School	1,406	10%	38%	30%	22%	52%
Grade 06	388	10%	35%	29%	26%	55%
Grade 07	471	11%	36%	31%	22%	53%
Grade 08	547	10%	42%	29%	19%	48%

Needs

As a result of the State changing the parameters of tests benchmark, an analysis indicates an increase of students scoring at the level 1 performance at John J. Pershing IS 220. A major area of concern at IS 220, continues to be the increasing percentage of English language learners at the school in addition to the academic performance level of its sub-group students were identified as noted in the school report card

Level 1 and bottom 3rd

1. Students with disabilities in ELA
2. Asian or Pacific Islander, ELL's and Economically disadvantaged students in ELA
3. Students with disabilities and Hispanic Students in Math

Level 2 and bottom 3rd

1. Asian or Pacific Islander, English language learners and students in ELA
2. Hispanic and Special Education Students in Math

School wide reform strategies that:

School-wide Priorities for Improvement for 2010-11

- 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
- Increase our understanding of ELL learning and ELL strategies to enhance teaching & learning.

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.
- Increase the use of ARIS within our professional learning communities to address student needs and increase academic achievement.
- 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.

Instruction by highly qualified staff

IS220 will continue to implement its improvement strategies for effective student progress by developing good teachers who are prepared to meet the challenges of teaching our communities growing and diverse student population. This will be done by

- Recruiting highly qualified teachers.
- Enhancing professional development for teachers based on identified needs.
- Using the NYS developed TDI Reports to assist in data monitoring of student progress and determination of need for intervention programs and strategies
- Providing high-quality professional development for experienced teachers.
- High academic expectations in the core subject areas of English–language arts, mathematics, science, and history–social science.
- Continue the use of State Education-approved standards-based instructional materials that give teachers the tools necessary to deliver more rigorous content.

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.

- Ongoing professional development for all staff. Use of Title I funds to collaborate with outside educational consultants, including Teaching Matters, ExCELL Training for all teachers, Teacher’s College Reading & Writing Project.
- Staff participation in Learning Support Organization’s professional development workshops as well as those offered by DOE Teaching and Learning.

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.

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.

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

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 PLC'S (professional learning communities) 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.

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.

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 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,141,101	✓	See CEP Section VI p.20-25
Title I, Part A (ARRA)	Federal	✓			241,377	✓	See CEP Section VI p.20-25
Title II, Part A	Federal			✓	N/A		
Title III, Part A	Federal	✓			104,040	✓	See CEP Section VI p.20-25
Title IV	Federal			✓	N/A		
IDEA	Federal		✓				
Tax Levy	Local	✓			6,349,413	✓	See CEP Section VI p.20-25

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Data Source GALAXY as of 5/12/2011

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Allocation Category	FY 2011
ARRA Supplemental Deficit Reduction	TBD
Contract For Excellence FY 09	477,303
FUNDS PUB SCHL 23	500
FUNDS PUB SCHL 55	TBD
IDEA ARRA Related Service IEP Para	TBD
IDEA IEP PARA	TBD
IDEA Mandated Counseling Shared	32,693
IDEA SBST SHARED	41,952
LEARNING TECHNOLOGY GRANT 60	TBD
LEARNING TECHNOLOGY GRANT 61	48,403
LEG GRANT 02	TBD
OASAS SUB ABUSE	TBD
PRIVATE GRANT 30	TBD
ROLLOVER TITLE II D EETT	TBD
ROLLOVER TITLE IV DRUG FREE	TBD
TITLE I ARRA SWP	243,815
Title I SWP	1,358,454
TITLE I TRANSLATION SERVICES	5,920
TITLE II D EETT	TBD
TITLE II D EETT (03605)	TBD
Title III Immigrant	56,809
Title III LEP	47,231
TITLE IV DRUG FREE	TBD
TL 09 C4E CTT	175,869
TL CHILDREN FIRST INQUIRY TEAMS	8,300
TL Children First LSO Support	TBD

TL Children First Network Support	15,200
TL Children First Operating Funds	377,917
TL Computer Maintenance	29,822
TL Data Specialist	3,007
TL DRA STABILIZATION 64	TBD
TL DY0 ASSESSMENT	1,200
TL Education Jobs Bill Funding	604,426
TL ELA & MATH SCORING	TBD
TL Fair Student Funding	6,046,868
TL Fair Student Funding Incremental	12,999
TL FSF ELL Reserve	48,480
TL FSF Legacy Teacher Supplement	113,677
TL IEP PARA	83,359
TL IEP TEACHER	70,944
TL Mandated Counseling Shared	46,512
TL Mandated Speech Shared	149,244
TL NAEP Sessions	84
TL Network Support Fees	34,800
TL NYSTL HARDWARE	14,861
TL NYSTL LIBRARY BOOKS	7,882
TL NYSTL SOFTWARE	12,965
TL NYSTL TEXTBOOKS	29,221
TL One-Time Allocations	TBD
TL Open Schools Saved Jobs Additional	7,000
TL Parent Coordinator	45,031
TL Parent Coordinator OTPS	500
TL Sabbaticals	29,133
TL SBST SHARED	172,018
TL Service In Schools	200
TL SIFE ELL	39,165

TL Stabilization	TBD
TL Terminal and Paid Leaves	48,263
TL TRANSLATION SERVICES	1,536
Total	10,543,563