



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_JOHN J. PERSHING\_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_20k220\_\_\_\_\_

**PRINCIPAL:** \_\_\_LORETTA WITEK\_\_\_\_\_ **EMAIL:** \_\_\_LWITEK@SCHOOLS.NYC.GOV\_\_\_\_\_

**SUPERINTENDENT:** \_\_\_KARINA COSTANTINO\_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Loretta Witek	*Principal or Designee	
Lisa Baldassano	*UFT Chapter Leader or Designee	
Tina Koundouroudas	*PA/PTA President or Designated Co-President	
Jorge Cano	PA/PTA President or Designated Co-President	
	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/UFT	
Hong Zheng	Member/ Parent	
Dana Claudio	Member/ Parent	
Tiffany Smith	Member/ Parent	
Noreen Gillespie	Member/ UFT	
Brian Isler	Member/ UFT	
Denise Payne	Member/ UFT	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, Students with Disabilities (SWD), Asian or Pacific Islander, ELL's and Economically disadvantaged subgroups, will improve their ELA performance as demonstrated by the number of students attaining Annual Yearly Progress increasing by 5% as measured by the 2012 New York State ELA Assessment.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In 2010, the students scored 22.4% on the NYS ELA. In 2011 the scores decreased to 19.0%. The school did not meet Adequate Yearly Progress (AYP) in ELA for students with disabilities, Asian or Pacific Islander, ELL's and Economically disadvantaged students.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Inquiry-based data instruction
- Inquiry teams for grades 6, 7 and 8<sup>th</sup> grade in ELA
- Rubrics will include feedback and next steps in order for students to achieve full mastery of the task
- Weekly collaboration of teachers (Professional Learning Community Meetings) for planning strategies in ELA and math throughout the school year
- Professional Learning Communities Teacher Teams create, administer and assess rigorous performance tasks and assessments
- AIS services
- SETSS services/3 providers
- Data Coach – to provide data-driven instruction through resources such as scantron, Acuity and ARIS for students and teachers The Assistant
- 
- Staff Members: Principal, assistant principals, literacy coach, math coach, parent coordinator, CSTF and ESL teachers
- This will begin in September 2011 to the end of the school year.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Encourage parents to join School Leadership Team and IS 220 Parent Association

- Parent Workshops will be provided to parents on strategies how to support their child’s education at home:
  - Common Core Learning Standards, NYS Assessments
  - ARIS Parent Link,
  - Engrade which provides parents with student class progress, assessment scores and homework. The program also allows parents to contact teachers if they need assistance in student learning.
- Curriculum Night, Parent teacher conferences
- New comer Welcome Parent Meeting – provides information regarding services we provide for ELL students
- Workshops will be offered at a convenient time and include interpretation services.
- Monthly calendars will include reading and math strategies parents can work with to improve student learning.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - 5% of the budget is set aside for teacher college tuition
  - Professional development from Child First Network
  - Professional Development for Engrade, Expediting Comprehension for English Language Learners (Exc-ELL), CCLS,
  - PD from Teacher College
  - Professional development from coaches and assistant principals

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Guidance counselors provide bullying programs on a weekly basis for all students
  - Center for Students, Teachers and Families (CSTF) School based mental health center providing clinical, consultation and preventive services to the community
  - Smart Arts – Partnership with Brooklyn Harmonic
  - Beacon – Chinese Planning Counsel
  - Partnership with Lutheran Medical Center – student health and nutrition.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Funding Sources: Fair Student Funding, Tax Levy, NYSTL, Tax Levy for Supplies NYSTL, Title I parent involvement, Title III, Success for All Grant, SIFE Grant

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the Hispanic and Students with disabilities subgroup with Level 2, 3 and Level 4 proficiency will show a collective 5% improvement in performance on the 2011-2012 NYS Math Exam. Our objective is to increase the performance for these students which are also identified as our bottom 3<sup>rd</sup> and other school wide subgroups.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The school did not meet Adequate Yearly Progress (AYP) in Math for Hispanic and students with disabilities. After conducting our needs assessment, the SLT, teacher departmental leaders and assistant principal found that children the Hispanic and special education student group has under performed all other subgroups for the past three years when analyzing performance levels and yearly progress. As a result, we have made progress for these particular subgroups a priority goal for the 2011-12 school year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### - Inquiry-based data instruction

- Inquiry teams for grades 6, 7 and 8<sup>th</sup> grade in Math

- Identify students in grades 6, 7 and 8<sup>th</sup> grades as

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

#### Strategies

- Teachers will implement data driven instruction strategies to improve effective instruction
- Target through inquiry teams to develop and promote school-wide initiatives for effective instruction.

- School- Teacher created study materials and NY Coach Assessments in mathematics as supplemental material for academic intervention services.
- Math Early Morning Program for long term ELL's
- Use of technology (Smart Boards, Mobile labs and Interactive software)
  - Rubrics will include feedback and next steps in order for students to achieve full mastery of the task
  - Weekly collaboration of teachers (Professional Learning Community Meetings) for planning strategies in math throughout the school year
  - Curriculum Mapping in the content area of Math
  - Professional Learning Communities Teacher Teams create, administer and assess rigorous performance tasks and assessments
  - AIS services
  - SETSS services/3 providers
  - Data Coach – to provide data-driven instruction through resources such as scantron, Acuity and ARIS for students and teachers The Assistant
  - 
  - Staff Members: Principal, assistant principals, literacy coach, math coach, Special Education Teachers, parent coordinator, CSTF and ESL teachers
  - This will begin in September 2011 to the end of the school year.
  - During extended day period of 37.5 minutes.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Encourage parents to join School Leadership Team and IS 220 Parent Association
  - Parent Workshops will be provided to parents on strategies how to support their child's education at home:
    - Common Core Learning Standards, NYS Assessments
    - ARIS Parent Link,
    - Engrade which provides parents with student class progress, assessment scores and homework. The program also allows parents to contact teachers if they need assistance in student learning.
  - Curriculum Night, Parent teacher conferences
  - New comer Welcome Parent Meeting – provides information regarding services we provide for ELL students
  - Workshops will be offered at a convenient time and include interpretation services.
  - Monthly calendars will include reading and math strategies parents can work with to improve student learning.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - 5% of the budget is set aside for teacher college tuition
  - Professional Development from Child Fist Network
  - Professional Development for Engrade, Exc-ELL, CCLS,
  - Professional Development from Teacher College, instructional rounds
  - Professional development from CFN, Principal, assistant principals, coaches and Lead teachers
  - Professional development from outside vendors such as National Historical Society.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

To provide authentic feedback to teachers about all students, the following services will be provided to increase student attendance and differentiated instruction:

- Guidance counselors provide bullying programs on a weekly basis for all students
- Center for Students, Teachers and Families (CSTF) School based mental health center providing clinical, consultation and preventive services to the community
- Smart Arts – Partnership with Brooklyn Harmonic  
Beacon – Chinese Planning Counsel
- Partnership with Lutheran Medical Center – student health and nutrition.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Funding Sources: Fair Student Funding, Tax Levy, NYSTL, Tax Levy for Supplies NYSTL, Title I, Title III

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, to strengthen teacher practice, administration and lead teachers will engage in short frequent cycles of instructional rounds to observe, analyze, discuss and share best practices and provide actionable feedback to improve student outcomes by using selected components of a researched based rubric as evidenced by written observations.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In order to increase student progress and growth it is important to improve capacity among teachers. Best practices should be shared among colleagues in order to improve NYS scores. Short, frequent cycles of classroom observations and feedback will improve student learning and provide professional development for teachers as well.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.

- Informing and involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- The school will incorporate this parental involvement policy into its school improvement plan
- Provide feedback from rounds to School Leadership and Parent Teacher Association
  
- Staff Members: Principal, assistant principals, literacy coach, math coach, parent coordinator, CSTF

September 2011 – June 2012

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Parents will be notified about the Learning Environment Survey via phone calls, emails, school messenger and letters
  - Learning Environment Survey will be posted on school website as well as community message board, Engrade and school website

- Parents will be informed of different components of the survey
- Parents will be reminded and given survey at Parent Teacher Conference.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - 5% of the budget is set aside for teacher college tuition
  - Professional development from Child First Network
  - Professional Development for Engrade, Exc-ELL, CCLS, PLC, PD from Teacher College, instructional rounds
  - Professional development from coaches and assistant principals

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

To provide engagement and communication to all students and parents, the following services will be provided to increase student attendance and parental involvement:

- Guidance counselors provide bullying programs on a weekly basis for all students
- Center for Students, Teachers and Families (CSTF) School based mental health center providing clinical, consultation and preventive services to the community
- Smart Arts – Partnership with Brooklyn Harmonic
- Beacon – Chinese Planning Counsel

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Funding Sources: Fair Student Funding, Tax Levy, NYSTL, Tax Levy for Supplies NYSTL, Title I, Title III

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the intermediate proficiency leveled ELL student group will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at least one proficiency level higher on the 2012 NYSELAT.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The analysis of the data patterns across proficiency levels from our 2011 NYSESLAT indicate that only 37 ELL's scored proficient on the Listening/Speaking Modality and 59 on the Reading/Writing Modality. The data also revealed that only 22% of students scored at the intermediate level and 47% scored beginner. Our need is to increase ELL proficient levels which will increase our ELL subgroup scores in the NYS ELA Assessment. The school did not meet Adequate Yearly Progress (AYP) in ELA for English Language Learners.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

The Common Core Learning Standards along with Teacher's College will work toward achieving college readiness. The action plan, consisting of,

- 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.

- Inquiry Teams on each grade level will devise and recommend future instruction based on the student's needs concerning the reading skill of inference.
  - During Professional Learning Community meetings teams of teachers collect data on selected students of the ELL subgroup.  
ESL and AIS services and inquiry-based grade meetings  
Research based program ExC-ELL (Excelling Comprehension for English Language Learners), inquiry-based data instruction, will develop fluency needed for students to move student reading levels.
- Staff Members: Principal, assistant principals, literacy coach, ESL teachers, Parent Coordinator, CSTF

September 2011 – June 2012

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Encourage parents to join School Leadership Team and IS 220 Parent Association
  - Parent Workshops will be provided to parents on strategies how to support their child's education at home:
    - Common Core Learning Standards, NYS Assessments
    - ARIS Parent Link,
    - Engrade a web based program which provides parents with student class progress, assessment scores and homework. The program also allows parents to contact teachers if they need assistance in student learning.
  - Curriculum Night, Parent teacher conferences
  - New comer Welcome Parent Meeting – provides information regarding services we provide for ELL students
  - Workshops will be offered at a convenient time and include interpretation services.
  - Monthly calendars will include reading and math strategies parents can work with to improve student learning

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - 5% of the budget is set aside for teacher college tuition
  - Professional development from Child First Network
  - Professional Development for Engrade, Exc-ELL, CCLS, PLC, PD from Teacher College, instructional rounds
  - Professional development from coaches and assistant principals
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#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - Guidance counselors provide bullying programs on a weekly basis for all students

- Center for Students, Teachers and Families (CSTF) School based mental health center providing clinical, consultation and preventive services to the community
- Smart Arts – Partnership with Brooklyn Harmonic
- Beacon – Chinese Planning Counsel
- Partnership with Lutheran Medical Center – student health and nutrition.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources: Fair Student Funding, Tax Levy, NYSTL, Tax Levy for Supplies NYSTL, Title 1 and Title III

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	246	143	0	0	410	0	1	5
<b>7</b>	29	184	0	0	400	0	2	5
<b>8</b>	348	201	167	80	401	2	4	1
<b>9</b>								
<b>10</b>								
<b>11</b>								

12								
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On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Reading Readiness on an 3 tier level - an intervention program that promotes fluency and basic comprehension skills for students who are acquiring language</li> <li>• Increase vocabulary strategies using ExC-ELL methodologies across all content areas</li> <li>• Multileveled reading comprehension books differentiated by strategy on a needs basis as determined by benchmark assessments</li> <li>• Use language that is more understandable by speaking clearly, repeating key points, defining essential vocabulary in context, and pairing talk with non verbal communication cues such as pictures, graphs, objects and gestures.</li> <li>• Specifically develop appropriate language, content and social/affective objectives including a low-anxiety environment to promote language acquisition and content knowledge.</li> <li>• Incorporate additional oral and written language activities that provide context-embedded instructional talk.</li> <li>• A Title III Early morning and extended day program is in place to provide additional support to our English Language Learners in ELA and Math. The ELA material used includes but is not limited to Rigor: A Reading Intervention Program for Older Readers to assist with the acquisition of English Language and Literacy.</li> </ul> <p>Afterschool in small group instruction during extended day</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Early Math Program</li> <li>• Math intervention for ELL target population, small group, before school.</li> <li>• NY Coach Math one to one, small group tutoring during the school day, during extended day</li> <li>• The school has continued the practice of reading and writing in the content areas (RWC)</li> </ul>

	<p>to address issues of content in real life applications.</p> <ul style="list-style-type: none"> <li>• Teachers have been provided grade level content area vocabulary by content strand to assist students in learning and engagement.</li> <li>• The Math material used includes but is not limited to Prentice Hall Mathematics Integrated Algebra (textbook), Finish Line Workbook series (aligned with the Core Standards), Amsco A Mathematics Textbook, compasslearningodyssey.com, Kutasoftware.com, JMAP.org, Glencoe Mathematics New York Review Series and brain-pop</li> </ul> <p>Afterschool in small group instruction during extended day</p>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• All teachers have adopted a vocabulary strategy; where students define, illustrate, and associate the content vocabulary.</li> <li>• 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</li> <li>• Teachers' conference with each student to assess whether the student is meeting the standard being taught.</li> <li>• In science, unit assessments are administered to determine the challenging topics and the data is used to drive instruction.</li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• One day of the week has been designated Reading and Writing in the content area; this is where students have the opportunity to read, discuss and write about current issues in computer Lab using Achieve 3000.</li> <li>• Teachers conference monthly with each student to assess whether the student has developed the skills</li> <li>• Teachers use the 3 tier vocabulary system (ExC-ELL)</li> <li>• Teachers use academic vocabulary throughout the lesson and encourage its use by students.</li> <li>• 7<sup>th</sup> and 8<sup>th</sup> grade social studies educational program in collaboration with the New York Historical Society. A museum educator visits our students every month and presents a program aligned to the NYCDOE including information and resources from the collections of NYHS.</li> </ul>

<b>At-risk Services provided by the Guidance Counselor</b>	At-risk counseling-during school day and extended day. Programmatic counseling for the In-House suspension program (PACT); during school day.
<b>At-risk Services provided by the School Psychologist</b>	Intervention as needed for at risk students, during school day.
<b>At-risk Services provided by the Social Worker</b>	Intervention as needed for at risk students and parents, during school day.
<b>At-risk Health-related Services</b>	Intervention by Lutheran Medical Center health clinic's nurse practitioner during school day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences two times a year during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 20K220      **School Name:** John J. Pershing IS 220

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**    **Improvement Year 1**    Improvement Year 2    Corrective Action Year 1    Corrective Action Year 2  
 Restructuring Year 1    Restructuring Year 2    Restructuring Advanced

**Category:**       Basic       Focused       **Comprehensive**

**Intervention:**     **School Quality Review (SQR)**                       External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                       Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

**In 2010, the students scored 22.4% on the NYS ELA Exam. In 2011 the scores decreased to 19.0%. The school did not meet Adequate Yearly Progress (AYP) in ELA for students with disabilities, asian or pacific islander, ELL's and economically disadvantaged students.**

**Our goal is by June 2012, Students with Disabilities (SWD), Asian or Pacific Islander, ELL's and economically disadvantaged subgroups, will improve their ELA performance as demonstrated by the number of students attaining Annual Yearly Progress increasing by 5% as measured by the 2012 New York State ELA Assessment.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

#### **Inquiry-based data instruction**

- **Inquiry teams for grades 6, 7 and 8<sup>th</sup> grade in ELA with the focus on 56 LEP students and students with disabilities that achieved between the scale score of 1.90-1.99 in grades 6, 7 and 8.**
- **Weekly collaboration of teachers (Professional Learning Community Meetings)**
- **Inquiry-based ESL meetings to meet the needs of the LEP and SWD subgroup**
- **Professional Learning Communities Teacher Teams create, administer and assess rigorous performance tasks and assessments**
- **Rubrics will include teacher feedback and next steps in order for students to achieve full mastery of the task**
- **AIS services**
- **SETSS services/3 providers**
- **Data Coach – to provide students and teachers with resources through data-driven instruction.**
- **The Principal and Assistant Principals will meet with individual teachers through flex scheduling based on the needs of the individual teachers as documented in the CEP.**

#### **Common Core Learning Standards**

- **Common Core Learning Standards Team for grades 6, 7 and 8<sup>th</sup> grade in ELA with the focus on bottom third of students with disabilities and English Language Learners.**
- **Weekly collaboration of teachers (Professional Learning Community Meetings)**
- **Inquiry-based ESL meetings to meet the needs of the LEP and SWD subgroup**

- **Common Core Learning Standards team to create, administer and assess goals and assessments to achieve mastery of the standard.**
  - **Data Coach – to provide students and teachers with resources through data-driven instruction.**
  - **The Principal and Assistant Principals will meet with individual teachers through flex scheduling based on the needs of the individual teachers as documented in the CEP.**
- 

**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

**Per session pay December 2011- June 2012 for Data Driven Inquiry and Common Core Learning Standard Team.**

**Data Driven Inquiry Team - Teachers will meet afterschool to discuss best practices, assessments and data in the strategy of inferring. The target group of the Inquiry team will be 56 LEP students and students with disabilities that achieved between the scale score of 1.90-1.99 in grades 6, 7 and 8. Inquiry team members will share out findings school wide with their Professional Learning Communities for the school year. The Inquiry teams will be facilitated by the Assistant Principal, coaches and ELA/ESL support personnel from the CFN.**

**Common Core Learning Standards Team - Teachers will meet afterschool to discuss best practices, assessments and data to achieve mastery in the common Core State Standards. The target group of the CCLS team will be the bottom third of the ESL and SWD students in grades 6, 7 and 8. CCLS team members will share out findings school wide with their Professional Learning Communities for the school year. The CCLS teams will be facilitated by the Principal, Assistant Principal, coaches and ELA/ESL /SPED support personnel from the CFN.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - a. **5% of the budget is set aside for teacher college tuition**
  - b. **Professional Development in CCLS, ESL, ELA, SESIS from Child First Network**
  - c. **Professional Development for Engrade, Achieve 3000, ARIS and Acuity from data coach**
  - d. **Professional Development from PLC, Teacher College, instructional rounds from principal, assistant principals and coaches with the focus on observing, analyzing, discussing and understanding designing coherent instruction**
  - e. **Professional development from outside vendors such as National Historical Society.**
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - **A letter will be sent out notifying parents that John J. Pershing is a school in need of Improvement in their native language**
  - **Host informational sessions with parents and students with translators**
  - **Encourage parents to join School Leadership Team and IS 220 Parent Association**



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/Debra Van Nostrand</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>220</b>
School Name <b>John J. Pershing IS 220</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Ms. Loretta M. Witek</b>	Assistant Principal <b>Ms. Raquel Diaz</b>
Coach <b>Denise Payne</b>	Coach <b>Jennifer Lincoln</b>
ESL Teacher <b>Sylvia Brennan</b>	Guidance Counselor <b>Erica Gonzalez</b>
Teacher/Subject Area <b>Margaret Mc Grath/ESL</b>	Parent <b>Tina Koundouroudas Co-Pres.</b>
Teacher/Subject Area <b>Xiu Tang/NLA Bilingual S.S.</b>	Parent Coordinator <b>Sylwia Jasinski</b>
Related Service Provider <b>Mr. Dawaliby</b>	Other <b>Jorge Cano/ Co-President P.A.</b>
Network Leader <b>Debra Van Nostrand</b>	Other <b>Luis Reyes/SETSS</b>

### C. 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	<b>10</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1270</b>	Total Number of ELLs	<b>547</b>	ELLs as share of total student population (%)	<b>43.07%</b>
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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. The steps followed for the initial identification of those students who may possibly be ELL's are guided by CR Part 154 regulation that provides basic requirements and procedures for ELL education. The pedagogues responsible for conducting the initial screening and administration of the Home Language Identification survey (HLIS) and Lab-R are Ms. Margaret McGrath MSE in Education with a major in Spanish, NYC liscence in ESL 7-12, NYC Bilingual common branch (spanish)K-6, NYC Junior H.S Spanish, ESL Coordinator and Spanish Bilingual Teacher, and Ms.Sylvia Brennan MSE (TESOL)K-12, ESL Teacher and native Spanish speaker. They also administer the Spanish Lab to students who have been identified as having Spanish as their Home Language. When new students come to register the ELL Coordinator, a licensed ESL and Spanish Bilingual teacher, reviews the HLIS and conducts the informal oral interview. For languages other than Spanish, the ELL Coordinator utilizes the translation unit, the Chinese speaking community liaison on staff Jimmy Situ, and other bilingual staff members including but not limited to Parent Coordinator Ms Jasinski(Polish),Ms Gerges Paraprofessional (Arabic), ESL Teacher Ms Grossi(Russian) . Within 10 days the ELL Coordinator administers the Lab-R, if indicated by the HLIS. LAB-R documents are handscored and a list of handcores are maintained at the school. Students who score above proficiency enter a monolingual program. Students who score below the proficiency levels are ELL's. If a student is an ELL, parental options are excercised. Using the information from the Revised Lab/NYSESLAT Eligibility Report (RLER) ATS Report, English Language Learners are evaluated annually using the New York State English As a Second Language Achievement Test (NYSESLAT).

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL), parents are invited to an orientation meeting. Fliers and invitation letters are sent home in the families home language, invitations are posted on the school website and telephone calls are made using the our school's message board system. Parents who attend the orientation meeting, view, in their native language, the NYCDOE Orientation Video for Parents of English Language Learners 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 orientations sessions. Parents receive an invitation to the orientation session in the native language. By mid October two to three separate parent orientations are held. Parents complete the Parent Survey and Selection form at the orientation session. Translation is provided during the parent orientation sessions by the above mentioned pedagogues in our school so that parents' questions can be answered fullyand there is complete clarity regarding the program choices.

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 2008-2009 school year, 25% of parents 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; 2010-2011, 10% chose the Transitional Bilingual Program and

90% chose the ESL Freestanding program, 2011-2012.

6. The program models offered at our school are aligned with parental requests. We have increased the number of ESL Freestanding program classes during the past few years to align with parent choice. We continue to keep a running record of all Parent selection forms in an effort to ensure that we have an accurate count of parents choices.

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	0					2
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							7	7	9					23
<b>Push-In</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	8	8	9	0	0	0	0	25

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	547	Newcomers (ELLs receiving service 0-3 years)	396	Special Education	37
SIFE	73	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	102

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										
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	Total	

ELLs by Subgroups										
	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	Total
TBE	35	2	0	1	0	0	0	0	0	36
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	361	50	10	48	19	6	102	2	21	511
Total	396	52	10	49	19	6	102	2	21	547
Number of ELLs in a TBE program who are in alternate placement: <u>7</u>										

### 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							11	25	0					36
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Yiddish							0	0	0					0
Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							42	43	38					123
Chinese							87	101	163					351
Russian							0	1	1					2
Bengali							3	0	3					6
Urdu							4	1	2					7
Arabic							3	3	3					9
Haitian							0	0	0					0
French							0	1	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							1	1	0					2
Albanian							0	0	0					0
Other							3	5	2					10
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>143</b>	<b>156</b>	<b>212</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>511</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Part IV. Programming and Scheduling Information

1. A. Instruction is delivered in the 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 5 periods a week.
3. For Transitional bilingual, content area instruction is 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, as well as QTEL methodologies to enrich language development.
- 4 To ensure that ELLs are appropriately evaluated in their native language standards based instruction is provided in the native language and in English for the duration of students' education in Transitional Bilingual Education. Literacy instruction is consistent with the program model design. All teachers have copies of the Common Core Learning Standards (CCLS), and the learning Standards in English as a Second Language. All classrooms have leveled libraries in English and support material in the native language; including but not limited to fiction and non fiction texts, bilingual glossaries and dictionaries. Students have easy access to reading material in English and in the native language.
5. At I.S. 220, we differentiate instruction for ELL subgroups. All students have access to standards-based instructional material. Instructional strategies and activities reflect scientifically based research and practices align with age, previous life and educational experiences of students. Content instruction teachers develop academic language and cognitive skills through content topic and themes. Instruction is designed to mediate the various proficiency classifications: newcomers, Students with Interrupted Formal Education, long term Ell's, beginners, intermediate and advanced levels. On going assessment strategies are used to determine movement toward reaching college and career readiness.
  - a. The instructional plan for SIFE is an after-school and Saturday Academy where LTEL and SIFE students' literacy skills in both their native language and English will be strengthened by training them to become historians of their ancestor's immigrant experience in our neighborhood of Sunset Park. As data from the Research Institute of the Study of Language in Urban Society at CUNY shows, SIFE AND LTELLs benefit most from literacy development when it targets both their first and second language. In keeping with this finding, students will work on translating native language oral histories into English; using and deepening their skills in both languages.

## A. Programming and Scheduling Information

Students in this program will translate native language audio recordings from the archive of the Brooklyn Historical Society. These audio recordings date from the early Twentieth century. They record the life histories of members of the first wave of immigrants to Sunset Park, Brooklyn. Students will deepen both their native language and English literacy skills as they translate from their first language into their second. Crucial socio-emotional needs of participating students will be addressed through the project's link to our students' heritage, neighborhood, country of origin and country of residence. Through this project, students will honor the history of their own immigration, as well as the history of their community and neighborhood.

b. ELLs in U.S. schools less than three years follow a modified ELA curriculum based on Teachers College reader's and writer's workshop. There is a strong focus on the stages of grammar and word knowledge. There is a focus on verb tenses and verb forms. All students have classroom libraries abundant with books on various reading levels. Students who are early readers (levels A-E) receive a book baggie with 5-8 books. They hold on to their baggies until they are able to read and comprehend meaning from their leveled personal mini libraries.

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. There is 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 writing volume and stamina.

d. Long-term ELLs receive an English Language Arts Curriculum and the required minutes of ESL instruction. Students are tracked to receive early morning and after-school services. There is a focus of paired reading and writing partnerships.

6. Teachers at IS 220 support students language, literacy and content learning by implementing numerous strategies including but not limited to; building prior knowledge, integrate opportunities to use oral and written language for learning purposes, scaffolding for support, variety, collaborative grouping such as buddy system, writing response groups, and literature response groups, informal assessments, writing reports, and sharing projects to promote English language, literacy and content knowledge development. Teachers maintain high expectations for ELL-SWD's by providing standards based instruction while tailoring instruction to meet individual student needs. They use multiple modes of assessing learning including careful observations of students while students complete tasks, performance-based, portfolio, learner self assessments and testing accommodations for formal standardized tests. They provide students with access to common core curriculum, facilitate English language development and afford students opportunities for social integration into their multicultural classrooms by offering comprehensible input for language acquisition. Teachers of ELL's and SWd's make their context-embedded instructional talk more understandable by speaking clearly, repeating key points, defining essential vocabulary in context, and pairing talk with non verbal communication cues such as pictures, graphs, objects and gestures. In addition, teachers are aware and specifically develop appropriate language, content and social/affective objectives including a low-anxiety environment to promote language acquisition and content knowledge.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment? Our school looks closely at individual student needs and learning styles by analyzing past student portfolios, teacher anecdotes and test scores to assess appropriate interventions. We have developed an Inquiry Team and Professional learning communities (PLC) to examine trends and establish suitable learning environments. Teachers, administrators and support staff convene regularly for professional development, to discuss students individual educational plans, to fine-tune schedules if needed, and to address the complex composition of our schools population.

Students with disabilities whose IEP recommends ESL services are programmed to receive ESL instruction in a pull out model. Alternate placement paraprofessionals are assigned to students whose IEP recommends Bilingual services. The frequency of instruction has been determined by their English language acquisition and NYSESLAT score. Students are motivated and supported through a strong school-to-home connection. Students with Disabilities and ELLs are strongly encouraged to participate in our extended day programs offered Wednesday-Friday from 3:15-4:15 and 2:25-3:25 p.m. An early morning and Saturday Academy has been established for additional support in Reading, Writing, Speaking, Listening, and Mathematics.

Students who have been designated at risk receive focused attention and are offered a variety of interventions in an effort to prevent being referred to a committee on special education including but not limited to: Individual and group counseling, parent and school based support team conference, guidance intervention, at risk SETSS special education teacher support service recommendation for 6-8 weeks prior to a formal recommendation for special education services

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

## A. Programming and Scheduling Information

monitored periodically to ensure proper placement.

## B. Programming and Scheduling Information--Continued

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

8. 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, The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening. Additionally, we provide our science and social studies teachers of ELLs with additional support using non fiction Benchmark leveled texts: Discover, Explorer and Navigator series.

9. ELL students receive support for two years after they have received proficiency by following the literacy curriculum. Proficient students continue to receive ESL support and native language support through dictionaries and glossaries. Students are given testing accommodations for two additional years and are invited and encouraged to attend the early morning and after school literacy programs. Students continuing transitional support are grouped in their classrooms for weaknesses as informed from the NYSESLAT/ELA tests.

10. We are putting into place an after-school and Saturday Academy where LTEL and SIFE students' literacy skills in both their native language and English will be strengthened by training them to become historians of their ancestor's immigrant experience in our neighborhood of Sunset Park. As data from the Research Institute of the Study of Language in Urban Society at CUNY shows, SIFE AND LTELLs benefit most from literacy development when it targets both their first and second language. In keeping with this finding, students will work on translating native language oral histories into English; using and deepening their skills in both languages.

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11. We are discontinuing our "Making Books Sing" program because we have now incorporated music into our school curriculum.

12. ELLs receive the same access to all school programs such as SMART Arts, ELL After-school programs, Champs, Beacon, Chess, Social Studies and science fair and Writing Matters. ELLs are programmed into the arts and music curriculum and the supplemental services of arts connection during the school day.

13. A computer lab for ELLs is programmed in their day. Students are immersed in Achieve 3000. Smartboards are installed in classrooms giving students the ability to interact in the lesson. 6th grade students have their own laptops. Our school has a strong technology program to support language acquisition for our ELL population. We use Teenbiz3000, a web-based program that uses differentiated non-fiction readings to boost our ELLs reading comprehension, fluency, and writing skill. Teenbiz is administered two times per week in the high intermediate and advanced ESL classes. In both social studies and ESL. Our school has partnered with Hunter College in a pilot program using iPads and Macbooks in the classroom to promote language acquisition. We are exploring best practices through the use of these technologies. Specifically, we created units of study which use the Macbooks and iPads to create digital stories that are in sync with our current curricula. The technology is used in the drafting process and also for summative assessments. The Office of Education and Technology for District 20 is supporting the implementation of this pilot program. Results will be shared with the staff through our newly established Technology Committee. We anticipate moving away from the pilot stage and towards school-wide implementation in the late

## B. Programming and Scheduling Information--Continued

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14. TBE Model: Native language support is delivered during the mandated Native Language Arts instruction. The instruction is delivered

## B. Programming and Scheduling Information--Continued

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14. TBE Model: 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. The Native Language Arts

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

Paste response to questions 1-5 here

Science:	Chinese			
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### 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.

#### D. Professional Development and Support for School Staff

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. Additional professional development topics offered throughout the year include: 1. Understanding the Common Core Learning Standards 2. understanding the screening, placement and assessment policy for Ells 3. What is the LAP? 4. ATS Reports and how to use the data to align instruction 5. Achieve 3000 6. Navigating ARIS to streamline instruction for student individual needs.

2. School staff participates in a comprehensive series of professional development sessions hosted by the ELL Coordinator and ESL specialists providing extensive support on ESL strategies and methodologies specific to assisting second language acquisition in middle school. Students receive an orientation before beginning the 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 members at IS 220 have received extensive training above and beyond the minimum of 7.5 hours of ELL required training. Records are maintained by using a sign-in sheet. Teachers are included in QTEL training and a 5 – 6 day training in ESL methodologies by educational consultants from Dr. Margarita Calderon's ExC-ELL professional development program. ESL teachers receive professional development from the Teachers College Reading and Writing Project ELL specialist as they align the ESL with the ELA curriculum.

### 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?

#### E. Parental Involvement

1. Parents are invited to our annual Open House and an 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 liaison 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 to determine specific parent needs. Feedback regarding parental concerns are communicated via the Parent Coordinator to the administration and is immediately addressed on the school website or on an individual basis depending on the matter. A monthly calendar containing important school information and upcoming events is sent home to all families. Teachers maintain daily communication with students and parents via Engrade, an online grading and accountability tool. Parents receive essential information in the native language by means of our telephone communication system "School Messenger".

4. Parental involvement is a priority at our school and we engage parents of ELLs in a variety of ways. Parents provide feedback to the school through the annual environmental survey, and also respond to interest surveys which we use to develop our parent programming. We offer a range of evening and weekend classes for parents and guardians in G.E.D. preparation, English as a Second Language, computer literacy, financial literacy, and accessing the ARIS system. We also have an active and inclusive Parent-Teacher Association which meets monthly to celebrate student awards, present community resources, and discuss issues of concern. Parents of ELLs are invited to join the PTA with us. We have had efforts to get families of ELLs involved in the school community. We have had a parent of an ELL student who has been a member of the PTA and has been a part of the school community.

## E. Parental Involvement

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### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	

## B. Programming and Scheduling Information--Continued

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

8. 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, The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening. Additionally, we provide our science and social studies teachers of ELLs with additional support using non fiction Benchmark leveled texts: Discover, Explorer and Navigator series.

9. ELL students receive support for two years after they have received proficiency by following the literacy curriculum. Proficient students continue to receive ESL support and native language support through dictionaries and glossaries. Students are given testing accommodations for two additional years and are invited and encouraged to attend the early morning and after school literacy programs. Students continuing transitional support are grouped in their classrooms for weaknesses as informed from the NYSESLAT/ELA tests.

10. We are putting into place an after-school and Saturday Academy where LTEL and SIFE students' literacy skills in both their native language and English will be strengthened by training them to become historians of their ancestor's immigrant experience in our neighborhood of Sunset Park. As data from the Research Institute of the Study of Language in Urban Society at CUNY shows, sife AND LTELLs benefit most from literacy development when it targets both their first and second language. In keeping with this finding, students will work on translating native language oral histories into English; using and deepening their skills in both languages.

Students in this program will translate native language audio recordings from the archive of the Brooklyn Historical Society. These audio recordings date from the early Twentieth century. They record the life histories of members of the first wave of immigrants to Sunset Park, Brooklyn. Students will deepen both their native language and English literacy skills as they translate from their first language into their second. Crucial socio-emotional needs of participating students will be addressed through the project's link to our students' heritage, neighborhood, country of origin and country of residence. Through this project, students will honor the history of their own immigration, as well as the history of their community and neighborhood. Additionally, we have initiated a partnership with a Museum Educator from the New York Historical Society working with classes in our 7<sup>th</sup> and 8<sup>th</sup> grade collaborating on themes aligned with NYCDOE Social Studies scope and sequence. The school librarian has purchased and is investigating the use of e-books in multiple languages to improve students' literacy in their native languages. We are also exploring how email and various online translation applications such as Google translate, Dragon Dictation, and Voice Recorder can improve comprehension and fluency for ELLs.

11. We are discontinuing our "Making Books Sing" program because we have now incorporated music into our school curriculum.

12. ELLs receive the same access to all school programs such as SMART Arts, ELL After-school programs, Champs, Beacon, Chess, Social Studies and science fair and Writing Matters. ELLs are programmed into the arts and music curriculum and the supplemental services of arts connection during the school day.

13. A computer lab for ELLs is programmed in their day. Students are immersed in Achieve 3000. Smartboards are installed in classrooms giving students the ability to interact in the lesson. 6th grade students have their own laptops. Our school has a strong technology program to support language acquisition for our ELL population. We use Teenbiz3000, a web-based program that uses differentiated non-fiction readings to boost our ELLs reading comprehension, fluency, and writing skill. Teenbiz is administered two times per week in the high intermediate and advanced ESL classes. In both social studies and ESL. Our school has partnered with Hunter College in a pilot program using iPads and Macbooks in the classroom to promote language acquisition. We are exploring best practices through the use of these technologies. Specifically, we created units of study which use the Macbooks and iPads to create digital stories that are in sync with our current curricula. The technology is used in the drafting process and also for summative assessments. The Office of Education and Technology for District 20 is supporting the implementation of this pilot program. Results will be shared with the staff through our newly established Technology Committee. We anticipate moving away from the pilot stage and towards school-wide implementation in the late

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14. TBE Model: Native language support is delivered during the mandated Native Language Arts instruction. The instruction is delivered

## B. Programming and Scheduling Information--Continued

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14. TBE Model: 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. The Native Language Arts

### 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)?

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.

#### D. Professional Development and Support for School Staff

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. Additional professional development topics offered throughout the year include: 1. Understanding the Common Core Learning Standards 2. understanding the screening, placement and assessment policy for Ells 3. What is the LAP? 4. ATS Reports and how to use the data to align instruction 5. Achieve 3000 6. Navigating ARIS to streamline instruction for student individual needs.

2. School staff participates in a comprehensive series of professional development sessions hosted by the ELL Coordinator and ESL specialists providing extensive support on ESL strategies and methodologies specific to assisting second language acquisition in middle school. Students receive an orientation before beginning the 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 members at IS 220 have received extensive training above and beyond the minimum of 7.5 hours of ELL required training. Records are maintained by using a sign-in sheet. Teachers are included in QTEL training and a 5 – 6 day training in ESL methodologies by educational consultants from Dr. Margarita Calderon's ExC-ELL professional development program. ESL teachers receive professional development from the Teachers College Reading and Writing Project ELL specialist as they align the ESL with the ELA curriculum.

### 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?

#### E. Parental Involvement

1. Parents are invited to our annual Open House and an 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 liaison 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 to determine specific parent needs. Feedback regarding parental concerns are communicated via the Parent Coordinator to the administration and is immediately addressed on the school website or on an individual basis depending on the matter. A monthly calendar containing important school information and upcoming events is sent home to all families. Teachers maintain daily communication with students and parents via Engrade, an online grading and accountability tool. Parents receive essential information in the native language by means of our telephone communication system "School Messenger".

4. Parental involvement is a priority at our school and we engage parents of ELLs in a variety of ways. Parents provide feedback to the school through the annual environmental survey, and also respond to interest surveys which we use to develop our parent programming. We offer a range of evening and weekend classes for parents and guardians in G.E.D. preparation, English as a Second Language, computer literacy, financial literacy, and accessing the ARIS system. We also have an active and inclusive Parent-Teacher Association which meets monthly to celebrate student awards, present community resources, and discuss issues of concern. Parents of ELLs are invited to join the PTA with a translator. We have staff members that assist families with ESL and provide information about the school and the

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## 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)							61	80	115					256
Intermediate(I)							34	31	53					118
Advanced (A)							59	70	44					173
Total	0	0	0	0	0	0	154	181	212	0	0	0	0	547

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>							25	47	49				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I							38	41	74				
	A							57	76	61				
	P							22	4	11				
READING/ WRITING	B							47	55	89				
	I							34	37	62				
	A							48	41	33				
	P							13	35	11				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	63	33	5	0	101
7	83	41	3	0	127
8	118	45	0	0	163
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	10	9	31	18	17	12	9	11	117
7	2	21	6	37	4	50	0	39	159
8	4	26	3	57	3	54	0	44	191
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	2	15	5	77	0	99	0	18	216
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				
Integrated Algebra	0	1	0	1
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	0	1	0	1
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	5	7	13	5				

### 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.

1. Instruction at our school is driven by the analysis of data. IS 220 uses TCRWP to assess the early literacy skills of all ELL's. These results provide us with individual student reading levels that assist in planning differentiated instruction using Teachers College Reading and Writing Workshop Model. Teachers enter the data into Assesment Pro and it is continuously monitored for student growth. Additionally, we use the BIGOR assessment and the ALLD in Spanish to assess the early literacy skills of our ELLs.

## 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.

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 wokshop 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Loretta M. witek	Principal		1/1/01
Ms. Raquel Diaz	Assistant Principal		1/1/01
Ms Sylwia Jasinski	Parent Coordinator		1/1/01
Ms. Sylvia Brennan	ESL Teacher		1/1/01
Ms. Tina Koundouroudas	Parent		1/1/01
Ms. X. Tang/NLA Bilingual S.S	Teacher/Subject Area		1/1/01
Mr. Dawaliby/ SETSS	Teacher/Subject Area		1/1/01
Ms. Denise Payne	Coach		1/1/01
Ms. Jennifer Lincoln	Coach		1/1/01
Ms. Erica Gonzalez	Guidance Counselor		1/1/01
Ms. Debra Van Nostrand	Network Leader		1/1/01
Ms. Margaret McGrath	Other <u>ESL Coordinator</u>		1/1/01
Mr. Jorge Cano	Other <u>Co-President P.A.</u>		1/1/01
Mr. Luis Reyes	Other <u>SETSS</u>		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: 2oK220 School Name: John J. Pershing

Cluster: 6 Network: 609

**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**

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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 association meetings

## Part B: Strategies and Activities

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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
- g. Promotion and Grading 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 full time 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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: IS 220	DBN: 20K220
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 12 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 10

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

As per CR Part 154, all mandated services are fully provided for all 6th, 7th, and 8th grade. Beginners and Intermediate ELL's receive 360 minutes per week of ESL Instruction. All Advanced students receive 180 minutes of ESL instruction and up to five periods of English Language Arts.

In reviewing and analyzing our State Report Card we understand we have failed to meet Annual Yearly Progress (AYP) in ELA for our ELL's. We plan to use our Title III funds to 1. Provide an intensive early morning ELA Program four mornings per week. 2. Provide an intensive extended day program an additional three hours per week. Both of these programs offer our students additional supplemental support in ELA and Math.

Both early morning and extended day programs started on November 16, 2011. The morning program runs from 7:00-8:00 and the p.m. program is from 3:15-4:15. Both programs are scheduled to continue through Friday May 25, 2012 for a total of six months. The program will target approximately 100 ELLs that scored a level 1 or 2 on the NYS ELA exam. We have assigned highly qualified ELA or ESL and a Math teacher to each group in an effort to provide effective and targeted small group instruction. It is necessary that we provide these students with supplementary services before and after school begins thereby extending their regular school day. We will purchase supplementary educational materials including but not limited to NY Ready Practice booklet and instructional teacher guide.

The Before School Intensive ESL program will run Tuesday through Friday, from 7:00 AM to 8:00 AM beginning November 16, 2010 through May 25, 2012 for one hundred and seven (107 sessions). This program will be taught by 1 Highly Qualified ESL and 1 math teacher. This program is designed to meet the needs of newly arrived non-English speaking, pre-literate immigrant students. Many of these students have little or no literacy skills or knowledge. The language of instruction is English. The students will be placed in a small group setting of ten to fifteen students. The students will be instructed using ESL methodologies and strategies. The program is inter-disciplinary, student-centered, and lends itself to mixed ability grouping. The following skills will be taught: sight vocabulary, phonics, reading, writing, listening, speaking, as well as an introduction to the core academic areas of English, Language Arts, Mathematics, Social Studies, and Science. Technology will be embedded into the instruction in the form of story books, audio/video projects using Ipads, online thesaurus and Achieve

### Part B: Direct Instruction Supplemental Program Information

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### Part C: Professional Development

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

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

Begin description here:

Our teachers are afforded opportunities for professional development and participate in peer focus groups and Professional Learning Communities. Many have been trained in Q-Tel, Teachers College Reader and Writers Program, EXcell strategies, and continue to attend workshops offered by the office of English Language Learners and the New York State Education Department. IS 220 coaches and ESL staff developers conduct on-going professional development sessions to prepare our teachers with tools to help our struggling learners.

We have initiated an ESL Inquiry Team that meets weekly during our PLC to analyze trends, support content area teachers with specific needs of the ESL learner and help scaffold and modify curriculum to ensure effective teaching practices. Additionally, teachers are invited to attend district as well as city conferences and workshops that pertain to their subject area and to the ELL student's particular learning needs.

### Part D: Parental Engagement Activities

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

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

Begin description here:

We plan on offering a series of workshops for parents to help create partnerships with schools and empower them with the necessary tools to contribute to the education and lives of our students. In order to better prepare parents and guardians for helping their child/ren's physical, emotional, and

**Part D: Parental Engagement Activities**

academics growth. Our school will offer a variety of workshops in the following content areas:

- Personal and Family Development
- Parents and their Children: Helping your child be successful in school
- Parents, Administrators, and PTA members; Academic Development
- Health and Nutrition
- Special Education
- ARIS: Parent Link
- Literacy Development

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		