

2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

SCHOOL NAME: JOHN J. PERSHING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K220

PRINCIPAL: LORETTA M. 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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 M. Witek	*Principal or Designee	
Brian Isler	*UFT Chapter Leader or Designee	
Maxine Williams	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Marisa Bolognino	Member/CSA	
Kimberly Ihata	Member/ Teacher	
Heather Broker	Member/ Teacher	
Juana Acevedo	Member/Parent	
Dana Claudio	Member/ Parent	
Hong Zheng	Member/ Parent	
Carmen Rivera	Member/ Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The state recommends that school leaders should monitor the use of data and how it is used to improve classroom instruction. Teachers should use student performance data, summative, interim and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs and adjust the planned ELA curriculum with a special focus on the identified subgroups. (SQR, 2011-2012, page 4)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of the staff, including school leaders will be provided with professional development and support to analyze data and student work to inform CCLS units and lesson plans as a means to close achievement gaps for groups of students as evidenced by observation reports (both formal and informal) and curricula documents.

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) key personnel and other resources used to implement these strategies/activities,
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Timeline for implementation.

All content teachers will be provided with a full day of professional development on how to effectively use formative, summative and interim assessments to differentiate and drive instruction.

a.

ELA: The custom designed Acuity exam will be administered in October to all students. Only questions that address the Common Core Learning Standards will be chosen. In addition, we will choose questions that are rated a level 3 or 4 on the Depth of Knowledge scale. The assessment will consist of 39 multiple choice questions and will be given under timed conditions. Each ELA teacher will receive an item analysis report identifying questions that students answer incorrectly/correctly. The teachers will also be given an item map that will indicate the skill the question will address. During department meetings, teacher teams will identify the questions from the custom Acuity exam and analyze the results. The data from the findings will be used to modify and adjust the curriculum and create initial instructional grouping. Formative and summative data will continue to be collected in order to keep the instructional groups fluid. Flexible grouping will be ongoing. As data continues to be collected, groups will change based on student needs and growth. The Acuity assessment will be re-administered in March and analyzed to determine growth or lack thereof. This collection of data will be an ongoing cyclical process throughout the school year.

Grade level teacher teams will also have the opportunities to collaborate on preparatory periods as well as selected professional development days. The Principal, assistant principals, literacy coach and data specialist will monitor the performance data, summative, interim and formative results to create instructional grouping, design skill-based activities for small groups and make adjustments to the ELA curriculum with a special focus on SWD and ELL subgroups by providing a variety of entry points.

In addition to the building-wide custom made Acuity assessments and the ELL Periodic assessment administered to students, ELL's were also assessed in the four modalities with leveled benchmark exams. Benchmarks were administered in September, January and will be given again in May. The results from these evaluations have been used to guide and modify curriculum plans, create and implement scaffold supports, provide multiple strategies for wide-ranging levels, adjust pacing of curriculum, tailor professional development sessions and reevaluate alignment success.

During content PLC's which take place twice a month, teacher teams consisting of ESL, ELA and SWD teachers will meet by grade level on to share best practices as well as analyze and modify the curriculum to include various entry points for students in the above mentioned subgroups.

Besides being provided with two full days of professional development from an Classlink, the teachers will be provided with ongoing in-house professional development from the assistant principals, data specialist and literacy coach throughout the school year. Teachers are also invited to participate in Lunch and Learns hosted by the Assistant Principals and Data Specialist. These professional development sessions will include but are not limited to utilizing Acuity's material bank to reinforce specific skills for groups of students, building academic language, understanding the common core learning standards, questioning techniques, ELL Periodic assessment and differentiation of instruction. Additionally, teachers are invited to participate in webinars on topics including but not limited to "Text Complexity and ELL's Building Vocabulary".

MATH: NYS Math Scores will be analyzed from the item skills analysis on www.nystart.gov. Weaknesses by grades will be identified to support domain specific strategies and content knowledge for incoming and current students. Lessons will be created to remediate needs, provide immediate feedback, and provide a foundation for classroom organization. The Assistant Principal and math coach will work together to create a pacing calendar using the NYS standards as well as ENGAGENY. The curriculum will be adjusted from an item skill analysis downloaded from NYSTART. Teachers will be given 10 to 15 lessons to organize and create classroom charts related to the critical areas as outlined on Engage NY. The Charts will be used as teaching tools to support engagement and learning. A second adjustment to instruction will revise topic objectives and AIMS of the lesson to include a "What" and a "How." In addition, a strategy for skill and key objective for each standard will allow students to solve problems. The incorporation of a directed "Do Now" followed. Each Do Now is comprised of a multiple choice and an open-ended question which is modeled after assessment questions on the NYS exam and will be used as test preparation for the NYS MATH Exam. An Acuity test will be given in December. The findings will be analyzed during department meetings by grade level teacher teams. The curriculum will be adjusted as well as instructional groups of students formed to aid in the mastery of the identified objectives. Midterm exams will be given mid-January as a scaled model of the NYS math assessment. Results will be tabulated and analyzed again during department meetings by grade level teacher teams and with the assistance of the data specialist. Teacher teams during PLC meetings will create common lessons based on identified deficiencies and the curriculum will be adjusted to include the remediation of said topics. Data Specialist continues to conduct data focused meetings during departmental and PLCs to ensure compliance of the department directives.

- b. Key personnel: Principal, Assistant Principals, Network, Data Specialist, teachers, AIS teachers and coaches
- c. Identify Targets: All Students, SWD, ELL
- d. Timeline: September 2012 - June 2013

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

X

Title IA

Title IIA

x

Title III

Set Aside

x

Grants

x

Other-describe here:

Title1 Focus\ Priority SWP

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Contracts:

- **Title1 Focus\ Priority SWP money has been set aside to provide professional development to Principal, Assistant Principals and teachers on how to use data to drive and differentiate instruction through formal and informal assessments.**
 - **OTPS – Educational Consultants - Classlink – Principal, Assistant Principals and all teachers \$7,500.00 (\$1500.00 per day x 5 days).**
- **Title1 Focus\ Priority SWP money has been set aside to provide professional development to teachers on how building academic language, practical scaffolds and inquiry based learning will be provided to ESL teachers.**
 - **OTPS - Educational Consultant – ExCELL Training: \$15,587.00 – New teachers that work with ELL students (15) people are trained for 5 full days (each day costing \$3,117). It includes all materials for training.**
- **Title1 Focus\ Priority SWP money was also used to provide professional development for Assistant Principals and teachers to deepen their knowledge and skills with regard to Teacher Assessment aligned with the rubric for Enhancing Professional Practice as designed by Charlotte Danielson. The focus of the professional development includes Engaging Students in Learning, Using Assessment in Learning, and Developing Plans of Assistance for Staff members identified as in need of professional development.**
 - **OTPS – Curriculum and staff development/Administrative Support – Brienza (ongoing) \$7,500.00 (Principal and 4 Assistant Principals)**
 - **OTPS - Curriculum and staff development/Professional Development - Brienza (ongoing) \$15,750.00 (All staff)**
- **SIFE Grant :**
 - **Ongoing professional development on building academic language, practical scaffolds and inquiry based learning will be provided to ESL teachers. Collaboration with Hunter College to provide professional development in differentiating instruction, successful push in models and using data to modify instructional practices.**
 - **OTPS – Curriculum and Staff Development – Hunter College \$5,000.00 (11 ESL teachers)**
- **Title 1 –**
 - **OTPS - Curriculum and staff development – Administrative Support (ongoing) - Brienza: \$11,250.00 (Principal and 4 Assistant Principals)**
- **ARRA/RTTT – Data Specialist \$2,141.00**
- **TL Fair Student Funding – Funding was allocated in order to provide AIS services using F-Status Teachers.**
 - **AIS/F-status positions - \$68,877.00 (3 teachers, 2 to 3 days a week)**

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The state recommends that school leaders, with input from all teachers, should select one ELA curriculum and modify and align the curriculum to meet the needs of the student population. The school leaders and teachers should participate in PD on how to plan and implement the curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include implementation of the curriculum for the subjects being taught. (SQR, 2011-2012, page 2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, current ELA curricula will be revised/refined to provide all students with at least two ELA tasks (rooted in non-fiction reading and resulting in argumentative writing) that are aligned to the common core learning standards and contain multiple entry points and scaffolding as evidenced by student work products.

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) key personnel and other resources used to implement these strategies/activities,
- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) Timeline for implementation.

a. **School leaders along with teacher teams will select one ELA curriculum and modify and align the curriculum to meet the needs of the student population. The curriculum will include formative and summative assessments that are aligned to the Common Core Learning Standards. Shift 3 of the Common Core Learning Standards – Staircase of Complexity will be addressed in the curriculum by including novels and non-fiction text found in the NYS Common Core Library. Shift 4 - Text Based Answers and Shift 5 - Writing from Sources will be embedded in this curriculum. Short responses and extended responses require students to refer back to the text to discuss answers and cite them in their writing responses. The curriculum will address instruction Shift 6 of the Common Core Learning Standards - Academic Vocabulary. Students will be using Wordly Wise 3000 vocabulary workbooks to increase their vocabulary knowledge base. Ongoing professional development will focus on using data from these classroom assessments to inform instruction. The school leaders and teachers teams will participate in professional development on how to plan and implement the curriculum with rigor, as well as on how to use multiple entry points to address our student needs. The curriculum will be relied upon as the basis for assessing individual student progress and mastery. School leaders will monitor the delivery of instruction through informal and formal evaluations. Teacher teams will modify the curriculum in order to continuously address the strategies and skills needed to master the NYS ELA**

assessment. Units of study will be created with pre and post assessments to gauge student understanding and mastery. Professional development will be offered to teachers by the assistant principal, instructional leads and coach to support objectives and to support student enrichment. The first ELA performance task embedded in the current unit of study is to be completed the last two weeks of January. The second task is to be completed the last three weeks of May.

Below is a detailed description of the ELA task that is a culminating activity of the unit of study:

School leaders along with teacher teams met during the summer of 2012 to begin designing an ELA curriculum. It was revised to include a variety of argument based writing assignments to prepare students for the two ELA argumentative performance tasks. The first performance task is linked to the novel and nonfiction in each grade level. For example, to begin marking period one in Grade 8, students will read Steinbeck's Of Mice and Men and several nonfiction articles on euthanasia to prepare to write an argumentative essay arguing whether or not euthanasia should be legalized. They students will also watch objective video clips on the subject. Students will be required to introduce a claim and counter claim in this essay and support it with textual evidence from multiple sources (novel, articles, film) addressing Instructional Shift 5 – Writing From Sources. In Grade 7, students will read the historical fiction novel Fever 1793, in which they will be exposed to the Yellow Fever epidemic of 1793 in Philadelphia. They will also be reading excerpts from the nonfiction text An American Plague by Jim Murphy in order to explore the medical theories regarding the treatment of Yellow Fever. As a culminating task, student will write an argumentative essay in which they argue in favor of or against the medical theories of Dr. Benjamin Rush. They will be required to introduce a claim and counterclaim and their examples will come from both the novel and the nonfiction text, addressing Instructional Shift 4 - Text Based Answers. Grade 6 will begin the year reading Touching Spirit Bear by Ben Mikaelson and exploring the ideas of bullying and violence. The novel as well as two nonfiction pieces will be used for students to write a culminating argumentative essay regarding the Native American practice of Circle Justice and whether or not it is more effective than prison.

For marking period two, Grade 8 will read The Outsiders by S.E. Hinton. Again the ELA task will be rooted in the novel and nonfiction. Students will continue to focus on argumentative writing short responses in preparation for the culminating ELA task where they will have to argue whether or not the social class that one is born into will determine where one ends up in the future. Student will be citing examples from the novel as well as nonfiction texts and video clips (Instructional Shift 4 - Text Based Answers). They will also be introduced to statistical tools such as charts and graphs (Instructional Shift 5 – Writing From Sources). Grade 7 will continue their theme of historical fiction by reading Or Give Me Death based on Patrick Henry's life by Ann Rinaldi. Students will also continue to answer a number of argumentative short response questions citing textual evidence (Instructional Shift 5 – Writing From Sources) in order to prepare for the culminating task where they will have to argue whether or not Patrick Henry's actions against his wife were justified. Students will be exposed to nonfiction articles focusing on post partum depression and the misdiagnosis of mental illness during the revolutionary war time period. Students will be required to cite textual evidence from medical journal articles as well as the novel to support their claim and counterclaim (Instructional Shift 4 - Text Based Answers). Grade 6 will begin marking period two by reading Freak the Mighty by Rodman Philbrick. This novel continues with the theme of bullying and requires students to write several argumentative short response questions citing textual evidence (Instructional Shift 4 - Text Based Answers) to support their claims. The ELA task will be embedded in novel and several nonfiction articles on Morquio's Syndrome. The culminating task will require students to argue whether or not Kevin did the right thing by shielding Max from the truth about his prognosis. Students will have to write this essay by citing textual evidence from both the novel and the nonfiction sources (Instructional Shift 5 – Writing From Sources).

A consultant from Teaching Matters will be hired to assist with the adaptation of curriculum for our English Language Learners as well as work with English as a Second Language Teachers to create multiple entry points provided by the integration of such strategies as additional mentor texts, adapted texts, explicit teacher guidance, visual aids, targeted vocabulary instruction, close reading and chunking. The above mentioned strategies will be put into place for English Language Learners and Students with Disabilities. In addition, special education and ESL teachers will create additional scaffolds such as graphic organizers and sentence starters for these subgroups.

The novels chosen are either on or above grade level and require students to participate in “close readings” of complex texts which will address Instructional Shift 3 – Staircase of Complexity.

In addition, teachers along with assistant principals will adhere to the city mandate by developing Common Core aligned unit of studies including performance task in social studies. Similar to the ELA performance tasks students are required to address instruction Shift 4 - Text Based Answers and Shift 5 - Writing from Sources by reading and analyzing texts. Developing and argument and supporting that argument with citation from the text. The

task writing team also developed rubric and checklists so that students could evaluate their own writing and identify their own next steps.

- b. Key personnel: Principal, Assistant Principals, Network, Data Specialist, teachers and coaches
- c. Identify Targets: All Students, SWD, ELL
- d. Timeline: September 2012 - June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside X Grants x Other-describe here: Title I Focus\ Priority SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Professional development will be provided

- Title I Focus\ Priority SWP will be allocated to per session lines for supervisor and teachers to create, modify and align the ESL and ELA curriculum as well as meet the needs of the student SWD.
 - Per session: 7 ESL teachers x 19 hours x \$50.19 = \$6,722.00
1 Supervisor x 19 hours x \$52.39 = \$995.41
 - Per session: 8 ELA/SS teachers x 70 hours x \$50.19 = \$28,106.40
1 Supervisor x 30 hours x \$52.39 = \$1,571.70
- Title1 Focus\ Priority SWP money was also used to provide professional development for Assistant Principals and teachers to deepen their knowledge and skills with regard to Teacher Assessment aligned with the rubric for Enhancing Professional Practice as designed by Charlotte Danielson. The focus of the professional development includes Engaging Students in Learning, Using Assessment in Learning, and Developing Plans of Assistance for Staff members identified as in need of professional development.
 - OTPS – Curriculum and staff development/Administrative Support – Brienza (ongoing) \$7,500.00 (Principal and 4 Assistant Principals)
 - OTPS - Curriculum and staff development/Professional Development - Brienza (ongoing) \$15,750.00 (All staff)
- SIFE Grant – Funds were allocated to create an academic language, practical scaffolds and inquiry based learning will be provided to ELA/ESL curriculum.
 - OTPS - Curriculum and staff development/Professional Development – Teaching Matters (ongoing) \$70,000.00 (11 ESL Teachers)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The state recommends that school leaders should provide professional development opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the professional development should be on the use of data to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups. School leaders should regularly monitor teacher planning and instructional practice in the classroom to ensure that differentiated activities are in place throughout the school. Ongoing PD should be provided for teachers as necessary. (SQR,2011-2012, page 3)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of the teachers will attend professional development workshops on a variety of instructional strategies to promote differentiation of instruction and the use of data to drive lesson planning and instruction for all students which will be measured through formal and informal observations.

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) key personnel and other resources used to implement these strategies/activities,
 - c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
 - a. School leaders, coaches, instructional leads will provide goal directed actions which will result in continuous sustainable professional development workshops on a wide range of differentiated instructional strategies; including but not limited to tiered assignments, Multiple Intelligence's, Inquiry-Based Learning, and Self-Paced Strategies. These will be used in the classrooms to promote greater student participation in the learning process. Teachers will be expected to incorporate these strategies in everyday lessons as well as participating in peer inter visitations to share best practices. School leaders will monitor the effectiveness through frequent formal and informal observations, focused walkthroughs and co-observation visits. All subject areas will participate in a Classlink Differentiated Instruction professional development on Election Day of 2012. The professional development will include the theoretical framework as described by Carol Ann Tomlinson. Instructional technology in the form of Smartboard training and certification will be provided to school leaders, coaches and selected content lead teachers with the expectation to increase student engagement with both visual and tactile motivational learning with the expectation of turnkey training during intervisitation, department and PLC meetings. Data regarding implementation of the new adapted best practices will be collected through formal and informal observations. New teachers will participate in Expediting Reading Comprehension for English Learners Programs (ExC-ELL) training which will provide a comprehensive and systematic framework for developing literacy skills and accelerating language development. In addition, funds will be used to purchase professional text "Building Academic Language, Essential Practices for Content

Classrooms” by Jeff Zwiars to further develop and enhance Professional Learning Communities. Professional development will be provided to all teachers in small groups. Professional development will focus on the principals of writing. This book will offer model templates to help place principals directly into practice and engage in critical thinking required to do college level work.

- b. Key personnel: Principal, Assistant Principals, Network, Data Specialist, teachers, AIS teachers and coaches
- c. Identify Targets: All and identified teachers The School Administration and instructional leads
- d. Timeline: September 2012 - June 2013

Budget and resource alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside x Grants x Other-describe here:
Title 1 Focus\ Priority SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Focus\Priority SWP was used to provide teachers with a variety of instructional strategies to promote data driven lesson and differentiation of instruction.
 - OTPS – Educational Consultants - Classlink – Principal, Assistant Principals and all teachers \$7,500.00 (\$1500.00 per day x 5 days).
- Title I Focus\Priority SWP - Allocated money will be used to provide professional development for new teachers using the research based program Expediting Reading Comprehension for English Learners Programs (ExC-ELL) which will provide a comprehensive and systematic framework for developing literacy skills and accelerating language development.
 - OTPS - Educational Consultant – ExCELL Training: \$15,587.00 – up to 15 people are trained for 5 full days (each day costing \$3,117). It includes all materials for training.

Title I Focus\Priority SWP - Allocated money will be used to provide professional development in utilizing Smaratboards in lesson planning.

- OTPS – Curriculum and staff development/Administrative Support TEQuiptment. (ongoing) \$25,000.00 (Principal and 4 Assistant Principals, 3 coaches and 9 teachers)
- Title I Focus\Priority SWP was also used to deepen the knowledge and skills of the assistant principals with regard to Teacher Assessment aligned with the rubric for Enhancing Professional Practice as designed by Charlotte Danielson. Professional development by Brienza will using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Learning Developing Plans of Assistance for Staff members identified as in need of professional Development.
 - OTPS – Curriculum and staff development/Administrative Support – Brienza (ongoing) \$7,500.00 (Principal and 4 Assistant Principals)
 - OTPS - Curriculum and staff development/Professional Development - Brienza (ongoing) \$15,750.00 (All Staff)
- SIFE Grant :
 - Ongoing professional development on building academic language, practical scaffolds and inquiry based learning will be provided to ESL teachers. Collaboration with Hunter College to provide professional development in differentiating instruction, successful push in models and using data to

modify instructional practices.

- OTPS – Curriculum and Staff Development – Hunter College \$5,000.00 (11 ESL Teachers)

- Title I Focus\Priority SWP will be allocated to purchase materials professional text.
 - Building Academic Language, Essential Practices for Content Classrooms” by Jeff Zwiers 95 copies @ \$15.37ea. Total: \$1460.15

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

A major finding was that the school does not provide sufficient Academic Intervention Services (AIS) support to meet the needs of the student subgroups, including students with disabilities and ELLs identified for AIS. (SQR, 2011-2012, page 4)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, approximately 30% of 151 students receiving AIS in grades 6-8 will increase two or more FOUNTAS & PINNELL levels. In addition, English Language Learners will be provided with AIS math afterschool instruction to show a growth of 3% on the NYS Math assessment.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

In October, Academic Intervention Services were implemented during the school day for general education students scoring between 2.7 and 2.96 on the 2012 NYS ELA exam. Students meet once a week for small group instruction on reading strategies. Students answer multiple choice questions based on short nonfiction articles and then, after completing 4-5 passages, do an item analysis where their strengths and areas of need are identified. They are grouped according to their areas of need and work on specific skills until they become proficient at answering these kinds of questions. Additional assessment for proficiency is administered at intervals of 4 weeks. An additional AIS program for group of students scoring between 2.5 and 2.7 began in December the product of which will be analyzed and used to adjust instruction. Students determined to be below standards in teacher created assessments were referred for Wilson testing and remediation. Also, all holdovers not qualifying for Wilson receive AIS services during the school day in smaller group settings of no more than 2 students.

In addition, afterschool programs will be offered in-house to all students in order to reinforce ELA skills such as inference, main idea, author's purpose, etc. This program will also reinforce the writing of short responses, extended responses, and paired passages. The material selected for this program encompasses several genres that are aligned to the State Common Core Learning Standards.

After school AIS servciss will also be provided in-house to English Language Learners in Math to remediate deficiencies found on formative, interim, and summative assessments and in order to prepare for the NYS Math assessment.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X X Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

x Other-describe here: Title I Focus/Priority



SWP

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- TL Fair Students Funding - Funds were allocated to create small group instruction using the research based program WILSON.
 - Full time - Special needs support services - \$70,276
- Title I Focus\Priority SWP - Funds were allocated in order to provide AIS services using F-Status Teachers.
 - Special needs support services F-Status teacher - \$12,064 (3 days a week)
- Title I Focus\Priority SWP will be allocated to purchase materials for afterschool program.
 - TRIUMPH LEARNING \$4534.75
New York Mastering The Standards, Student Edition, ELA
Grade 6 (75), (100) Grade 7 (100) Grade 8
- Title I Focus\Priority SWP will be allocated to per session lines for supervisors and teachers for afterschool programs.
 - Supervisors: (\$52.39 x1 admin x 80 hours = \$4191.20
 - Teachers: (3 teachers x \$50.19 x 5 hours x 5 days = \$3,764.25) Spring Recess
(11 teachers x 3 hours x \$50.19 x 14 weeks = \$23,216.00) Morning and Afternoon

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school leadership should seek Network support to work with the SLT to develop parents' understanding of their responsibility for setting goals for the CEP. The CEP should be a regular item on the agenda for SLT meetings so that all members of the team are fully aware of school goals and the progress being made towards them. (SQR, 2011-2012, page 4)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, parent involvement will increase at school wide events and meetings (SLT, parent workshops, teacher conferences, PTA meetings, etc.) as evidenced by sign in sheets, showing at least 5% of parents in attendance and an overall increase in the 2012-13 Learning Environment Survey related to parent opportunities to support their child's growth.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.

A series of parent workshops are being developed to address the instructional needs that are taking place within our school community. Workshops will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. The workshops will also provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. In addition, the workshops will also foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, as well as provide assistance to parents in understanding City, State and Federal standards and assessments. All workshops will be translated for our Chinese and Spanish community's needs.

Workshops will be provided in the following topics:

- SCEP
- Principal Performance Review Goals
- RAFT
- Achieve 3000
- ARIS
- Engrade
- Common Core Learning Standards
- IEP Workshop
- Bullying
- Family Science Night
- Conflict Resolution
- Parenting Skills
- Successful students in school
- Internet Safety

- b. Key personnel: Principal, Assistant Principals, Network, Data Specialist, Parent Coordinator, teachers, AIS teachers and coaches
- c. Identify Targets: Parents and all students
- d. Timeline: September 2012 - June 2013

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _ Title1 Focus\ Priority
 SWP _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- OTPS – NON CONTRACTUAL SERVICES – Parent Engagement Workshops - \$9000.00

• Title1 Focus\ Priority SWP Parental Engagement – Funding was allocated to inform and actively support the knowledge of the parents on instructional and academic skills. Funding was also used to provide translation of workshops for our Spanish and Chinese population. Additional money was used for supplies and creating paper and electronic newsletters.

- Non-Contractual services – Parent Engagement - \$9000.00 (C.I.T.E.)
 - Bullying
 - Family Science Night
 - Conflict Resolution
 - Parenting Skills
 - Successful students in school
 - Internet Safety

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>CARS & New York STARS CCLS Book Collection by Curriculum Associates developed for NYC Schools.</p> <p>This program offers scaffold instruction that focuses on 12 reading strategies to improve students' reading ability.</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Finding word meaning in context • Drawing conclusions and making inferences • Distinguishing fact from opinion • Identifying author's purpose • Interpreting figurative language • Summarizing • Finding main idea • Recalling facts and details • Understanding sequence • Recognizing cause and effect • Comparing and contrasting • Making predictions 	<p>Flexible Small Group Instruction One to One Push-in Model with AIS SETTS</p>	<p>Students will be pulled from a non major class once per week to meet in a small group setting.</p>

Mathematics	<p>AIS math specialist teachers will provide extra support to identified students.</p> <p>Basic computation Writing in math Short response Strategies and Skill selection based on common core learning standards.</p>	<p>Flexible Small Group Instruction One to One Push-in Model with AIS Pull-out Model with AIS SETTS</p>	During the school day
Social Studies	<p>Achieve 3000/Teen Biz 3000 This program meets students at their Lexile reading level. It is closely aligned to the Common Core Learning Standards. The software provides actives (nonfiction news articles) for the whole class, but each student is reading a modified version to meet him or her at his or her Lexile level providing differentiated instruction. Students' progress is monitored by the software and they are automatically assigned more challenging reading materials as they become more proficient readers.</p>	Online	<p>Social Studies classes visit the computer lab once per week.</p> <p>This program is also used in Extended Day for students who scored a level 1 or 2 on the NTS ELA Assessment in 2012.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Hold over students automatically receive AIS services in ELA and Math. Many of these students qualified for the Wilson Program for intensive reading instruction.</p> <p>Students who scored a level 1 or 2 on the NYS ELA and/or Math Assessment in 2012 also receive Extended Day services. In ELA this include Achieve 3000.</p>	Small Group	<p>During the School Day.</p> <p>During Extended Day.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Program Description:

IS. 220 has a literacy coach on staff. The literacy coach is a certified language arts teacher.

- The coach has attained status as a UFT Teacher Center Staff Developer.
- The literacy coach conferences, mentors, models, and does collaborative teaching with ELA teachers.
- The literacy coach holds weekly focus group meetings on various topics such as running records, conferences and looking at data.
- The coach attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
- The coach participates in curriculum planning and development, data analysis and coordinates interim testing.
- Use of coaches to assist and monitor new teachers.
- Provide ongoing teacher development seminars and model best practices and strategies.
- The coach will work with other content to promote best practices, focusing on academic vocabulary.

I. S. 220 has a math coach/data specialist on staff who is a certified math teacher.

- The coach conferences, mentors, models, and does collaborative teaching with math teachers.
- Holds weekly focus group meetings on various topics such as core curriculum, curriculum mapping, best practices, and conferences on collecting and looking at data.
- The coach attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
- The coach participates in curriculum planning and development, data analysis and coordinates interim testing.
- The coaches also assist in the mentoring and monitoring of new teachers.
- Provide ongoing teacher development seminars and model best practices.

I. S. 220 has an ESL coach on staff who is a certified ESL teacher.

- The coach conferences, mentors, models, and does collaborative teaching with ESL teachers.
- Holds weekly focus group meetings on various topics such as core curriculum, curriculum mapping, best practices, and conferences on collecting and looking at data.
- The coach attends professional development workshops and then turnkeys the information to administration and staff through instructional team meetings.
- The coach participates in curriculum planning and development, data analysis and coordinates interim testing.
- The coaches also assist in the mentoring and monitoring of new teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

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

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

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

support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

I. General Expectations

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

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

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

1. John J. Pershing I.S. 220 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Encourage parents to join School Leadership Team and IS 220 Parent Association

2. John J. Pershing I.S. 220 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Encourage parents to participate in School's Quality Review.
 - Encourage parents to fill out Parent Surveys.
3. John J. Pershing I.S. 220 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent Workshops will be provided to parents on strategies how to support their child's education at home.
 - Workshops will be offered at a convenient time and include interpretation services.
4. John J. Pershing I.S. 220 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Multilingual Questionnaire will be sent to parents to identify current needs of that year's population and including workshop topics parents would be interested in, the best way of communication (such as telephone, mail, e-mail, student back pack).
 - Parent Association and SLT will review the findings and propose appropriate actions to best serve parent population.
5. John J. Pershing I.S. 220 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Parent Workshops on Promotion Policy, ELA and Math testing, HIV/Aids Curriculum and High School Application Process will be available for parents to attend as well as yearly Curriculum Night/ Open House and Parent Teacher Conferences.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parent Coordinator will organize monthly workshops on various topics with literature available to parents to support the topic in form of books from Parent Lending Library, handouts or pamphlets. Monthly Calendar with Newsletter will be available to parents to inform them of upcoming events and other important news.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions

of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: offering professional development to teachers as decided by SLT.

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Monthly Calendar with Newsletter will be available to parents to inform them of upcoming events and other important news.
Multilingual flyers informing parents of events (workshops, PA meetings Parent-Teacher Conferences) will be sent home with students as well as e-mailed and posted on school's website.

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as established by the school leadership team. This policy was adopted by the John J. Pershing I.S. 220 on 09/12/2012 and will be in effect for the period of 2012/2013 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30th, 2008

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

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

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

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

School Responsibilities

John J. Pershing I.S. 220 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: All curriculum and instruction is aligned with New York State Performance Standards.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and February
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: will inform parents of the individual achievement levels through distribution of pupil reports, report cards, standardized test results and applicable websites.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: during Parent-Teacher Conferences in November and February as well as during individual conferences scheduled by parent and teacher.

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

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

the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

34. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
35. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
36. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

SCHOOL – PARENT COMPACT

I The School's Responsibilities

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

II The Parents' Responsibilities

- As an involved parent, I will support my son / daughter by ensuring that they attend school daily and arrive to school on time.
- I will seek information regarding my son's / daughter's progress by conferring with school administrators, the guidance counselor, the dean and teachers.
- I will attend parent-teacher conferences to stay informed of my child's educational and behavioral progress.
- I will make an effort to participate in parent groups / activities to contribute to the decision-making process in I.S. 220. (i.e. School Leadership Team, Parent Association)
- I will encourage my son / daughter to follow the rules and regulations of the school.
- I will reinforce the importance of respect for the cultural differences of others.
- I will follow my child's progress throughout each grade to ensure academic success that culminates in my son's /daughter's participation in graduation.

III Student Responsibilities

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

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

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

Student: _____ Class: _____
Please Print

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

Homeroom Teacher: _____

Parent's Signature: _____ Date: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

- Parent Information Center at front lobby and in Parent Coordinator's office as well as Parent Bulletin Board will contain current resources.
 - Parents will have access to numerous multilingual resources in Parent Coordinator's office in forms of books, Internet access, and workshop topics.
 - Expanding further Multilingual Parent Lending Library containing resources on parenting issues, discipline, children with special needs, and career skills.
 - Offering resources in forms of booklets/pamphlets to parents during workshops and meetings on related topics.
 - Providing educational and parenting workshops for the parents dealing with school-related issues, behavioral problems, issues faced by teens and pre-teens and strategies to deal with them facilitated by field professionals.
 - Incentives in forms of dinners, raffles and travel expense reimbursement will be offered.
 - Babysitting services, which include craft activities, will be provided during PA meetings and workshops.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Faculty conferences, department meetings, common preparation periods used to develop staff competencies in looking at available data to design instruction in the classroom.
 - Professional development topics include how to interpret data from Acuity and Scantron Performance Series formative assessments.
 - Implementation of TANS (Teacher Assessment Notebooks) in all core subject areas.
 - The Inquiry Team and Data Specialist will provide school staff with individual student and class profiles of available formative and summative assessment data.
 - Teachers will be given access to ARIS, a source of student data.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- Academic Intervention Teams for each mini-school will help to identify students who are at-risk of not mastering proficient or advanced levels of academic achievement standards. Case managers will be designated for targeted students. Tier I and II interventions will be implemented as needed. AIT will monitor the progress of interventions, using the RTI approach to interventions.

Alternative interventions will be utilized if those implemented are not resulting in progress.

- Academic Intervention Teachers provide small group targeted instruction for non-proficient students in both math and English language arts.
- The results of the periodic, summative assessments will be used to identify at risk students and their progress.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Guidance counselor, student intervention teacher and SAPIS Youth Development counselor participation in the Respect for All initiative.
- Temporary housing students identified via the distribution and collection of the McKinney-Vento surveys.

Level I Vocational Assessments completed by students with disabilities, their parents and respective teachers. Results are used for transitional planning on the Individualized Education Plan.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Debra Van Nostrand	District 20	Borough Brooklyn	School Number 220
School Name John J. Pershing IS 220			

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

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

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

D. School Demographics

Total number of students in school	1270	Total Number of ELLs	547	ELLs as share of total student population (%)	43.07%
------------------------------------	-------------	----------------------	------------	---	---------------

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	0					2
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							7	7	9					23
Push-In							0	0	0					0
Total	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. [i](#)

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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
TOTAL	0	0	0	0	0	0	11	25	0	0	0	0	0	36

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
TOTAL	0																			

**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
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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
TOTAL	0	0	0	0	0	0	143	156	212	0	0	0	0	511

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

Students who are offered the above mentioned interventions and are still recommended for special education services obtain the school psychologists' evaluation, receive a recommendation based on a school team comprised of a psychologist, social worker, mainstream teacher, and a special education teacher's observations and analysis. Parents are invited to the counsel meetings and are given an opportunity to view the recommended learning environment. Students are always placed in the least restrictive environment at first and are

A. Programming and Scheduling Information

monitored periodically to ensure proper placement.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese			
Social Studies:	Chinese			
Math:	Chinese			
Science:	Chinese			

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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 LTELL 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 7th and 8th 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 spring.

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 classroom contains a classroom library in the native language. Certified Bilingual teachers deliver instruction in Math, Science, and Social studies. Students receive the mandated number of periods in NLA. ESL Model: All teachers of students in the Freestanding ESL program receive ExC-ELL (Expediting Comprehension for English Language Learners) strategies during professional development sessions provided by educational consultants of Dr. Margarita Calderon. Bilingual Dictionaries and Glossaries are used to support the native language.

15. Yes, required services support and align with the student's grade level. Services are also aligned with proficiency levels.

16. Before the beginning of the school year, the parent coordinator organizes an orientation session for incoming sixth grade students. Translators are available. During the summer, the Smart Arts program provides opportunities for students to interact with currently enrolled students. The Beacon Summer Program offers classes for English language acquisition

17. N/A

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 sit on PTA committees. We also make efforts to connect families of ELLs with community resources outside of the school, such as the Brooklyn Public Library. Our Parents are invited to ongoing workshops on topics of interest including but not limited to: Family Services, Health Insurance, and Middle School Success for Parents and Students, Immigration, and testing. Parents are updated during Open House about curriculum, school policy, grading system, rules and regulations, school wide expectations and other important programs at the school. For parents who are not able to attend meeting or functions during the day we host additional sessions at night and on weekends.

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 /SPEAKING	B							25	47	49				
	I							38	41	74				
	A							57	76	61				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							22	4	11				
	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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - 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 Assessment Pro and it is continuously monitored for student growth. Additionally, we use the RIGOR assessment and the ALLD in Spanish to assess the early literacy skills of our ELLs.

2. The data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that 37 English Language Learners scored at the proficient level on the Listening Speaking Modality; on the Reading/Writing Modality 59 scored proficient. The data also reveal that of the 547 ELL's 256 (47%) scored at the beginner level; 118 (22%) scored at the intermediate level; 173 (31%) scored at the advanced level. These are similar patterns to the results we noticed in 2010.

3. The patterns we have noticed after analyzing the NYSESLAT data has informed our decision to increase vocabulary strategies using ExCELL methodologies across all content areas. To incorporate additional oral and written language activities that provide context-embedded instructional talk. To 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. In addition, teachers will be made aware to specifically develop appropriate language, content and social/affective objectives including a low-anxiety environment to promote language acquisition and content knowledge.

4. Transitional Bilingual Program:

a. Across the grades and proficiency levels on the NYSESLAT the data indicates that 43% of students in the Transitional Bilingual Program scored at the beginning level, 43% scored at an intermediate level and 6% scored at the advanced level. On the ELA exam no student in the TBE program scored Proficient(level 3 or 4). On the NYS Mathematics test, where Bilingual students are provided with a translated version 90% of the students scored at a level 3 or 4. The levels on the 8th Grade Science test were higher for students using the translated version 70% of Bilingual students scored at a level 3 or 4.

b. The Periodic Assessment is utilized to both provide a measure that addresses areas of deficiency among our ELL's and to assess growth and improvement in Listening, Speaking, Reading and Writing. School Leadership, Inquiry Team and classroom teachers are using the results of the Periodic Assessment to help drive instruction. Results of these assessments are closely analyzed and lessons, projects, homework, and classroom assignments are tailored to the specific needs of a student. For example, if a student is found to be deficient in Writing we expose our students to many project based assignments designed to promote self-esteem by requiring each student to investigate, interview, research, describe, organize through authentic standards based tasks.

Scores are carefully analyzed and evaluated for future sustainability purposes. Additionally, we survey teachers for a more comprehensive approach to our programs.

c. From the Periodic Assessment, the school is learning up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child. In this manner, teachers can help every student meet or exceed State Learning Standards. The Periodic Assessments allows our school to measure student learning within a grade and from grade-to-grade and helps us keep students on track for success in high school and beyond.

ESL:

a. Across the grades and proficiency levels on the NYSESLAT the data indicates that 49% of ELL's in the ESL program scored at the beginner level, 21% scored at the intermediate level and 32% scored at the advanced level. On the ELA test, no student scored a level 4, while 8 students scored at a level 3. On the Mathematics test 48% of students in an ESL program scored at a level 3 or 4. On the 8th grade science test 51% scored at a level 3 or 4.

b. The Periodic Assessment is utilized to both provide a measure that addresses areas of deficiency among our ELL's and to assess growth and improvement in Listening, Speaking, Reading and Writing. School Leadership, Inquiry Team and classroom teachers are using the results of the Periodic Assessment to help drive instruction. Results of these assessments are closely analyzed and lessons, projects, homework, and classroom assignments are tailored to the specific needs of a student. For example, if a student is found to be deficient in Writing we expose our students to many project based assignments designed to promote self-esteem by requiring each student to investigate, interview, research, describe, organize through authentic standards based tasks. Scores are carefully analyzed and evaluated for future sustainability purposes. Additionally, we survey teachers for a more comprehensive approach to our programs.

c. From the Periodic Assessment, the school is learning up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child. In this manner, teachers can help every student meet or exceed State Learning Standards. The Periodic Assessments allows our school to measure student learning within a grade and from grade-to-grade and helps us keep students on track for success in high school and beyond.

5. N/A

6. According to the data from the school report card, the results from the standardized tests, the environmental survey and the Progress Report we recognize the areas in need of improvement. We have put into place various student programs, have establish a schedule of intervisitations to share best practices, have organized Professional Learning Communities to look at student work and devise interventions that address individual student needs, have introduced school wide monthly formative assessment practice in all content areas, have programmed teacher led peer tutoring, and small group intervention periods as professional activities, partnered with Hunter College in a technologybased writing pilot program, implemented an early morning, extended day and Saturday academy. Additionally, we survey teachers for a more comprehensive approach to our programs and continue to analyze the data and tailor instruction accordingly.

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

School Name: _____		School DBN: _____	
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

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

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

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>John J. Pershing I.S. 220</u>	DBN: <u>20K220</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>180</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u> # of certified ESL/Bilingual teachers: <u>5</u> # of content area teachers: <u>2</u>
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here:

The rationale behind this program is to provide English and Math intervention services to struggling ESL students through a two-tiered program that offers both before and after-school programming. The before school program will be offered five times per week from 7:00-8:00 am, and the after-school program will be offered 3 times per week, two hours each day, for a total of 6 instructional hours per week. The teachers who will teach the program are both content area specialists and ESL teachers. ESL teachers will push into classes on an ongoing basis to offer support to the content teachers in ESL methodologies and strategies. Teachers will plan and co-teach in an effort to enhance language acquisition.

In addition, an inter-generational ESL class will be offered on Saturday mornings from 9- 12 p.m. to our parent community and their children. One ESL teacher will provide engaging and relevant instruction in building academic language, vocabulary acquisition and will provide extra support in understanding and using the English language.

The before-school programming will provide approximately 40 students and 3 teachers with Achieve 3000-based instruction together with small group, in depth instruction in context, scaffolded practice, and independent application in Math and ELA using Mastering the Standards series, provided by both content specialists and ESL certified teachers. The ESL specialists will co-teach, collaborate and provide targeted professional development in methodologies and techniques to the general education teachers. This morning program will be offered five times per week.

The after-school program will include approximately 50 students and 4 teachers. Students will be engaged in the research, writing, editing and publication of a weekly school newspaper. The program will run from 3:15-5:15pm 2 days per week and from 2:20-4:20 on Friday afternoon. Students of all levels of English proficiency will be able to participate and learn to research and convey information through the lens of a newspaper publisher/editor. Students will learn to how to research credible sources and participate in the interview process while strengthening their spoken and written English on topics that interest and motivate them. Just-in-time instruction on points of grammar and vocabulary will be addressed in mini-lessons. These students will also practice skills and strategies in the Mastering the Standards series in ELA and Math.

Both programs will serve students in grades 6-8, at varying levels of ESL proficiency, from beginner to advanced. Activities will be adjusted so that all students are able to participate and take ownership over a component of the weekly newspaper. For example, new arrivals in the country may participate in activities such as interviewing or creating comic strips and/or political cartoons for the newspaper.

The morning program will run from November 12, 2012 through April 12, 2013 (17 weeks). Classes will meet 5 days a week (Mondays through Fridays) for an hour per meeting. Children will start the day with breakfast from 7am to 7:15am and then be escorted to their classrooms by their teachers. Once in the classroom, teachers will proceed with their lessons from 7:15am to 8:00 am. Approximately 80 students and 8 teachers will participate in the morning program.

The afternoon program will also run from November 12, 2012 through April 12, 2013 (17 weeks). Classes will meet 3 days per week (Wednesday-Friday). Classes will meet on Wednesdays and Thursdays after extended day from 3:15-5:15, and on Fridays from 2:20-4:20. Students will have curriculum based lessons supported by the series Mastering the Standards ELA and Math NY Coach.

We will also offer our ELL students vacation week programming from 9 am to 2 p.m during the February and March vacation weeks. Three teachers will facilitate the vacation sessions. During these vacation

Part B: Direct Instruction Supplemental Program Information

weeks, parents are welcome to attend our programming with their children. The programming will include English language instruction, informational sessions regarding high school opportunities, visits to local museums and an introduction/expansion of knowledge of the NYC cultural community. We plan on meeting the students and their parents at the NYC Public Library to offer continued instruction and learning in a quiet and educationally nurturing environment. The relevant dates for these Parental Engagement activities are February 18-19 and March 25- 29. Translated letters will go home to invite parents and students to the vacation week sessions.

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: .

Because both our before school and after school programming rely on the use of technology, we will be hiring a professional development organization called ClassLink to provide PD in the area of Instructional Technology and Integration. The Title III teachers will receive training on how to maximize the technology we possess for optimal use in the classroom to improve the educational experiences of our students.

Our Title III teachers will also participate in a cohort partnership with Professors at Hunter College during a spring semester Professional Learning initiative to bring clarity and a cohesive focus across all ESL classes around the development of vocabulary skills for its ELL population. ESL teachers receiving this training will turn key the professional development to the general education staff at the school thus satisfying the Jose P. Mandate requiring 7.5 hours of ESL instruction.

Because vocabulary knowledge is highly correlated with reading ability, it is vitally important for learners' academic achievement. A corollary goal is to encourage a professional learning community in which all ESL teachers and their content area colleagues to understand, develop skills, and are supported in the application of a targeted set of instructional practices. These practices can then be shared, observed, and evaluated consistently, thus strengthening the impact of the professional development consulting.

Finally, an outside consultant from Teaching Matters named Heather Miller will offer outside ESL expertise in adapting and scaffolding curriculum, aligning to the common core and applying differentiation strategies.

We plan to spend \$3000 to pay for two days (at \$1500 per day) to hire ClassLink to offer PD at the onset of the program and again in March. The anticipated cost of the spring professional development with Hunter College is approximately \$4,000.00.

Part C: Professional Development

The following teachers will teach the Title III program and receive Professional Development:

Ms Tang (Bilingual/NLA/SS), Ms Awad (Math), Ms Johnson-Brown (SS), Ms. Romano(ESL), Ms. Broker(ESL),Ms. Ali(ESL/ELA), Ms. Humphreys(ESL), Ms. Brennan(ESL Coach) and AP Diaz(Administration Supervision/ ESL/ELA).

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be engaged in our programming. In addition to our before and after school programming, Parents will be invited to attend an inter-generational Saturday ESL class at no cost to the Title III funds, with the exception of teacher per session. These classes will be taught by one of our ESL/ELA certified teachers. We will use the resources we already have available in the building to teach these weekend classes to provide engaging and relevant English language skills.

We will also offer our ELL students vacation week programming during the February and March vacation weeks. During these vacation weeks, parents are welcome to attend our programming with their children. The programming will include English language instruction, informational sessions regarding high school opportunities ,visits to local museums and an introduction/expansion of knowledge of the NYC cultural community. We plan on meeting the students and their parents at the NYC Public Library to offer continued instruction and learning in a quiet and educationally nurturing environment.

The relevant dates for these Parental Engagement activities are February 18-19 and March 25- 29.

The administrator responsible for orchestrating the staffing for vacation week programming is AP Raquel Diaz.

Translated letters will be sent home to parents to invite them to participate in our program.

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		

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.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		