



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JOHN J. PERSHING
DBN (i.e. 01M001): 20K220
Principal: LORETTA WITEK
Principal Email: LWITEK@SCHOOLS.NYC.GOV
Superintendent: KARINA CONSTANTINO
Network Leader: ELLEN PAVDA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Loretta 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	
Kimberly Ihata	Member/	
Heather Broker	Member/	
Marisa Bolognino	Member/	
Bhanmattee Vaz	Member/	
Carmen Riveria	Member/	
Yajaira Algarin	Member/	
Rosa Ramirez	Member/	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 20K220

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	1400	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	32	# SETSS	N/A	# Integrated Collaborative Teaching	26
Types and Number of Special Classes (2013-14)					
# Visual Arts	30	# Music	6	# Drama	N/A
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		87.8%	% Attendance Rate		94.0%
% Free Lunch		100.0%	% Reduced Lunch		0.0%
% Limited English Proficient		36.0%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		N/A	% Black or African American		2.0%
% Hispanic or Latino		44.2%	% Asian or Native Hawaiian/Pacific Islander		47.0%
% White		6.8%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		8.34	# of Assistant Principals		4
# of Deans		1	# of Counselors/Social Workers		4
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		1.6%
% Teaching with Fewer Than 3 Years of Experience		15.0%	Average Teacher Absences		5.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		13.0%	Mathematics Performance at levels 3 & 4		30.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		64.2%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		95.1%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White		Yes	Multi-Racial		N/A
Students with Disabilities		No	Limited English Proficient		Yes
Economically Disadvantaged		Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White		Yes	Multi-Racial		N/A
Students with Disabilities		Yes	Limited English Proficient		Yes
Economically Disadvantaged		Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		No	Asian or Native Hawaiian/Other Pacific Islander		Yes
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		Yes
Economically Disadvantaged		No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
SCEP addressed school specific needs as per SED and DOE reviews			
Describe the areas for improvement in your school's 12-13 SCEP.			
1. Improved academic performance of ELLs and SWDs			
2. Ensuring access for ALL learners, with specific focus for ELLs and SWDs, teaching and learning.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved			
Were all the goals within your school's 12-13 SCEP accomplished?			x
Yes		No	
If all the goals were not accomplished, provide an explanation.			
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x
Yes		No	

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time to implement and coordinate the new demands of MOSL, MTP, CCLS			
List the 13-14 student academic achievement targets for the identified sub-groups.			
By 2014 5% of ELLs will improve their scale score as evidenced by their performance NYSELAT.			
By 2014 SWD will improve their attendance rate by 5% as evidenced by ATS reports			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings			
Describe your theory of action at the core of your school's SCEP.			
The principal and her cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.			
List the key elements and other unique characteristics of your school's SCEP.			
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan			

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
According to the reviewer, there is currently a process underway to align all grading policies to reflect the CCLS across grades, although until this is established school-wide, consistent feedback to students and teachers regarding achievement is hindered.							
Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	E

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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		2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teachers will implement the uniform grading policy created for their content area.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. During department meetings, administration, coaches, and teachers will engage in collaborative discussion in which they will align each content grading policy to the common core learning standards. [2. Inform and train parents and other stakeholders. [3. Assess, monitor, and refine.
1.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Assistant Principal, Coaches, and Teachers 2. Parents and community members 3. Teacher teams, coaches, SLT, cabinet, parents and students
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Administrative team will measure consistency amongst grade level and content areas. 2. Grading policy will be sent home with students, made available on Engrepro.com and posted on the school's website. 3. Assess, monitor, refine
D. Timeline for implementation and completion including start and end dates
September 2013 to October 2013 September 2013 to December 2013 September 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Administrative team will schedule common planning time (PLCs) and for teacher discussion and evaluation. 2. Parent workshops and PTA meetings will be provided to explain school grading policies and students will be made aware of the policies by their content teachers. 3. Weekly Cabinet and PLC will assess, monitor, and refine. 4.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
According to the reviewer, purposeful differentiation by the teacher was not consistently implemented to actively engage all students, thus limiting participation and higher order thinking skills.							
Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	E

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.							
X	3.2 Enact curriculum			3.3 Units and lesson plans			
	3.4 Teacher collaboration			3.5 Use of data and action planning			

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, all teachers will create, examine and refine the curriculum map to properly align each lesson to the common core learning standards							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
A. Strategies/activities that encompass the needs of identified subgroups							
1. The administrative team will schedule time during teacher teams (PLCs) and departmental meetings to unpack common core learning standards. Teachers will utilize and receive professional development on Rubicon Atlas, CodeX Curriculum, Danielson Questioning and Discussion and CMP3.							
2. Teachers will collaborate during planning time in order to reflect best practices and include entry points as well as DOK questioning.							
3. 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.							
B. Key personnel and other resources used to implement each strategy/activity							
1. Principal, Assistant Principal, Coaches, and Network							
2. Teachers and coaches							
3. School leaders, coaches, and instructional leads							
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity							
1. The administrative team will review their respective departmental curriculum maps to ensure proper alignment							
2. After school curriculum teacher teams will analyze the maps and their effectiveness in the classroom.							
3. Assess, monitor, refine							
D. Timeline for implementation and completion including start and end dates							
1. September 2013 to October 2013							
2. September 2013 to January 2014							
3. September 2013 to June 2014							
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity							
1. Support from Network's Achievement Specialists to provide professional development to school leaders							
2. Support from Network's Achievement Specialists to provide professional development to teacher teams							

3. Assess, monitor, refine during PLCs and departmental meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
N/A											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs					PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
The reviewer noted that students are beginning to develop rubrics so they can independently self-assess work products in order to promote independence towards college and career readiness.											
Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	E				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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					4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture				X	4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, 100% of the students will be able to independently self-assess work products in order to promote independence towards college and career readiness											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
<ol style="list-style-type: none"> Professional development will be provided to the principal, assistant principals and coaches regarding curriculum-aligned rubrics for student self-assessment and student next steps. Teacher teams will discuss and agree on best practices and next steps across all content area disciplines. Weekly Cabinet, departmental meetings, and PLCs will assess, monitor, and refine. 											
B. Key personnel and other resources used to implement each strategy/activity											
<ol style="list-style-type: none"> Principal, Assistant Principal, Coaches, and Network Teachers and coaches School leaders, coaches, and instructional leads. 											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
<ol style="list-style-type: none"> The administrative team will conduct classroom observations and evaluate if students are able to independently assess their own work. The team will examine student portfolios and notebooks. Teachers will measure the students' ability to self-assess their own work using rubrics. Student will be able to determine their next steps in the revision process. Teachers will model the steps of revision based on feedback/data. Assess, monitor, refine 											
D. Timeline for implementation and completion including start and end dates											
<ol style="list-style-type: none"> September 2013 to October 2013 September 2013 to December 2013 											

3. September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Professional development will be provided to support teachers in developing Common Core aligned student-centered rubrics using: City-Wide Expectations, EngageNY webinars, Professional Texts, and Common Core Instructional Shifts in Literacy and Math.
 - During Professional Learning Communities (PLCs) teachers have the opportunity to collaborate in both content and interdisciplinary teams
 - Periodic Lunch and Learns will be offered to provide information and support on curriculum-aligned rubrics and implementation of student next steps

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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.

Review Type:	SQR	Year:	2011-12	Page Number:	4	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, 100% of the teachers will be train in RTI strategies

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- The administrative team will secure RTI professional development that is ongoing and provides information and support for staff.
- Teacher teams will be engaged in the implementation of a school wide RTI model.
- The school based support team consisting on the school psychologist, IEP teacher, social worker, SETTS teachers, and all other service providers, will provide ongoing support for staff in the RTI model.

B. Key personnel and other resources used to implement each strategy/activity

- Principal, Assistant Principal, and Coaches
- Teacher Teams
- School psychologist, IEP teacher, social worker, SETTS teachers, and all other service providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The Administrative team and coaches will be trained in the RTI model.

2. Teachers will be trained in the RTI model.
 3. School psychologist, IEP teacher, social worker, SETTS teachers, and all other service providers will support the administrative team and the rest of the staff in the RTI model by sharing best practices and school based strategies.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 to December 2013
 2. September 2013 to February 2014
 3. September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Professional Development – workshops, seminars, or webinars
 2. Network support
 3. Professional texts and DOE supported/approved materials

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.								
N/A								
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .								
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core	
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the Learning Environment Survey, only 31% of parents strongly agreed they were aware of student progress and achievement.

Review Type:	LES	Year:	2012-13	Page Number:	5	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, our parent communication will increase by 2% in the strongly agree category on the Learning Environment Survey.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. A series of family workshops are being developed to address the educational, emotional and social needs that are taking place within our school community. Workshops will provide materials and training to help families work together to improve their achievement level e.g., literacy, math and use of technology. The workshops will also provide families with the information and training needed to effectively become involved in student progress and performance on all NYS assessments. 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.

2.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Coaches, Teachers, Parent Coordinator and Community Associate

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Workshops will be provided and translated in the following topics:

College and Career Readiness, SCEP, RAFT for incoming sixth grade and new admits, EngradePro, Common Core Learning Standards, IEP Workshops, Bullying, Conflict Resolution, Parenting Skills, Successful students in school, and Internet Safety

2.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Family workshops will be conducted to increase parent communication of the educational, emotional and social needs student need to become college and career ready. Workshops will be translated in order to reach all parents. Progress letters with feedback, Afterschool/Morning programs and tutoring will be translated into home language in order to increase student and parent awareness. In house translation will be provided for parents during open school night, academic and behavioral interventions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	X PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	NY Coach ELA	Small Group	Extended Day /After School Program
Mathematics	NY Coach Math	Small Group	Extended Day/ After School Program
Science	Take home help and projects	Individualized	As needed/ ongoing
Social Studies	Take home help and projects	Individualized	As needed/ ongoing
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling At Risk Counseling	Small Group One to One	During school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

The school works closely with the CFN HR point in identification of highly qualified teachers. We attend DOE hiring fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.

We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.

We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.

High Quality and Ongoing Professional Development

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

All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

- Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus
- Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math
- Engaging staff in PDs that focus supports for our subgroups
- Deepening teachers' understanding of using data to focus classroom instructional practice
- Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions
- Creating a structured and research based school Professional Development plan.
- Working with our network to identify and create high level professional development opportunities for all staff
- Vertical and horizontal supervision of grades and content areas by school leaders
- Conducting regular instructional rounds and the full implementation of Danielson's Framework for Teaching which informs teacher needs and tracks progress
- Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All funds are consolidated to meet the needs of all learners. We carefully monitor our student data and make instructional decisions to meet the needs of individualized students. Each student is provided with mandated academic and developmental supports and every student has access to extended learning and afterschool programs as needed. Funds are used to meet the intent and purpose programs by carefully tracking the students in the subgroups and ensuring we are in compliance while supporting all students and preparing them for college and career readiness.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers on MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development had been provided to the entire staff.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 20	Borough Brooklyn	School Number 220
School Name John J. Pershing		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Loretta M. Witek	Assistant Principal Raquel Diaz
Coach Denise Payne	Coach Jennifer Lincoln
ESL Teacher Sylvia Brennan	Guidance Counselor Ms. Heather Blase
Teacher/Subject Area Mr. Marcus Artigliere/ESL	Parent Ms. Maxine Williams
Teacher/Subject Area Ms. Kim Ihata/ESL	Parent Coordinator Sylwia Jasinski
Related Service Provider Ms. Kim Coursey	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1398	Total number of ELLs	530	ELLs as share of total student population (%)	37.91%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Push-In							6	5	4					15
Pull-out							7	6	6					19
Total	0	0	0	0	0	0	14	12	11	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	530	Newcomers (ELLs receiving service 0-3 years)	306	ELL Students with Disabilities	83
SIFE	62	ELLs receiving service 4-6 years	165	Long-Term (completed 6+ years)	59

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	85	8	1	1	0	0	0	0	0	86
Dual Language	80	0	0	0	0	0	0	0	0	80
ESL	222	29	12	164	25	41	59	0	29	445
Total	387	37	13	165	25	41	59	0	29	611

Number of ELLs who have an alternate placement paraprofessional: 10

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
SELECT ONE Chinese							26	30	30					86
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	26	30	30	0	0	0	0	86

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							79	48	29					156
Chinese							116	94	141					351
Russian							1	1	0					2
Bengali							2	1	2					5
Urdu							1	0	1					2
Arabic							5	3	2					10
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
Other							4	1	3					8
TOTAL	0	0	0	0	0	0	208	148	178	0	0	0	0	534

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							56	62	90					208

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							31	35	45					111
Advanced (A)							120	49	42					211
Total	0	0	0	0	0	0	207	146	177	0	0	0	0	530

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	123	36			159
7	102	9			111
8	118	24			142
NYSAA Bilingual (SWD)				2	2

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	95	2	37	10	23	3	10	2	182
7	56	1	31	13	13	6	7	6	133
8	59	1	48	9	18	9	7	3	154
NYSAA Bilingual (SWD)							2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)							1		1

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	20	18		
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	7	0		
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	10	17	21	17				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Instruction at our school is driven by the analysis of data. IS 220 uses departmental diagnostic tests and teacher observations to assess the early literacy skills of all ELL's. These results help us identify the students' individual areas of need and assist in planning differentiated instruction by adapting Scholastic's CodeX program. Teachers enter the data into Engrade and it is monitored for student growth.

Additionally, we use the Scholastic CodeX assessments and teacher generated assessments

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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. We also seek 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. Lastly, we have a focus on academic language. We have used the data from Annual Measurable Achievement Objectives to inform key decisions on instructional outcomes. The data has revealed that we need to develop a more robust SIFE program and provide additional support for our Long Term ELLs.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

We consider second language development in all instructional decisions. This is of paramount importance to our school. We do this by keeping data records on individual and class needs and responding to these needs by providing multiple entry points. Data including, but not limited to school based benchmarks, ELL periodic assessment, conference notes, report card grades and teacher observation reports is used to determine when to increase the amount of English to the native language. All of our teachers receive professional development in second language development and specific ELL strategies in building the ELL's English language skills. Additionally, the interview with the parents and information from the child's educational history and background are used to assist in determining language progression and second language development.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 established a schedule of intervisitations to share best practices through model lessons from Demonstration Teachers and meetings with Peer Instructional Coaches (funded by the TIF grant), 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, implemented an early morning, and extended day. Additionally, we survey teachers for a more comprehensive approach to our programs and continue to analyze the data and tailor instruction accordingly.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. Sylvia Brennen, MSE (TESOL)K-12, ESL Coordinator, ESL Teacher and native Spanish speaker. She administers the Spanish Lab to students who have been identified as having Spanish as their Home Language and has initiated the administration of the NYSITELL pilot. When new students come to register the ELL Coordinator, a licensed ESL 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 handscores 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 exercised. 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. 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.
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. After our initial school wide orientations in September and October, ongoing parent orientations occur on a daily basis as families register their children. If for whatever reason parents are not able to stay for the video and orientation when they register their child, a follow up orientation is scheduled within 10 school days of the students admittance date. Translation is provided during the parent orientation sessions by the above mentioned pedagogues in our school so that parents' questions can be answered fully and there is complete clarity regarding the program choices.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
RLA and RLER ATS reports are used to determine ELL eligibility and entitlement. 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. During the individual parent orientation meeting parents complete surveys and selection forms. Placement letters are distributed to parents once they have chosen a program of choice. For any parent unable to attend the individual orientation session, entitlement letter and forms are mailed home and monitored until returned to ensure complete and accurate documentation. Continued entitlement letters and non entitlement letters are generated for all ELL students based on the results on the NYSESLAT. These letters are backpacked home with students with a request for parent signatures. These letter are closely monitored to ensure 100% returns. For families who do not return the letter, copies are mailed home and the same monitoring procedure exists. All signed documents are stored in yearly binders and are stored for a total of 7 years.
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.
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. The ELPC screen is updated in ATS within 20 days of a student's admittance to our school. If a parent chooses TBE Spanish or DL program we maintain that at the present time we do not have the sufficient number of students to open these classes, but we add their names to a running record and assure families that if we were to have 15 or more students in two contiguous grades, we would open a TBE and notify them. Alternatively, we do advise families of neighboring school that may have their program of choice.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer all sections of the New York State English as a Second Language Test strictly follow the Department of Education Test Administration Handbook guidelines. ATS reports including but not limited to; RLER, RLAT, and RDGS are printed, analyzed and cross referenced in order to ensure that all English Language Learners are properly accounted for. Based on individual student's testing accommodations, testing groups are created and a testing schedule that adheres to the selected testing dates is generated. Students' pre-slugged grids are coordinated and aligned to the current ROCL and testing list. If a pre-slugged answer grid does not exist for a student, a blank grid is generated by the testing committee and the student is tested with the appropriate group. Testing envelopes are packed with grids, directions, pencils and on the testing day, test booklets. All proctors sign a security form to confirm accuracy of files.

New admits and discharged students are noted daily on the school-wide accountability list. A continuous system of testing occurs in an effort to sustain 100% participation rate up until the last day of the testing window. Accurate attendance is maintained on all testing days and absentees are tested upon their return to school.

6. 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.) 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 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 and 2012-2013 program choice continues to indicate a preference for Freestanding ESL as opposed to Transitional Bilingual Program.

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 and that students are placed in the desired program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

We have various organizational models to address our students' needs. The student subgroups are as follows: welcome classes, Chinese bilingual, beginner/ intermediate, advanced, ELLs with special needs, and ELLs in gifted classes. We have adopted a push-in, co-teaching model of instruction for all special education and gifted ELL groups as well as a self-contained program model for other ELL groups. The co-teaching model was adopted in response to our experiences with the pull-out model of instruction that we used in previous years. We were able to deliver a higher quality of instruction with the push-in model. In this model, students were not pulled from content classes for ESL services which lent to greater continuity and coherence in learning. In addition, we experienced increased student attendance and we are able to capitalize on both the expertise of staff as well as maximize precious instructional time. This model has also benefited our school by increasing interdepartmental collaboration with teachers who formally co-plan and curriculum map together. Students in our self contained setting receive targeted instruction based on their needs and within the framework of Common Core Learning Standards.

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)?

Beginner and Intermediate students receive 360 minutes of ESL instruction per week in a self-contained setting.

Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week in a self-contained setting.

ELLs with special needs and ELLs in gifted classes receive the appropriate amount of time (Beginner and Intermediate – 360 minutes of ESL instruction per week; Advanced – 180 minutes of ESL instruction and 180 minutes of ELA instruction per week) based on their level via push-in services by a highly-qualified ESL teacher.

Students in the bilingual program receive ESL/ELA instruction in a self-contained setting 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 also receive Native Language Arts instruction in Chinese 5 periods a week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content is delivered in all program models from highly qualified, content-area specialists. The curriculum is aligned to grade levels and within the Common Core Learning Standards (CCLS). The ESL department uses a program created by Scholastic titled CodeX. This was chosen for all of our program models: welcome classes, Chinese bilingual, beginner/ intermediate, advanced, and ELLs with special needs as a way of establishing coherence and continuity. CodeX is rigorous, based in CCLS, and was both approved and recommended by the New York City Department of Education for use in middle schools. All ESL staff who are working with these groups are adapting this curriculum for their students. We maintain the integrity of the CodeX program while adhering to CCLS and fostering language development. Teachers collaboratively plan in after school curriculum planning teams and during scheduled planning sessions during the school day. We host our curriculum map and associated documents through Google Drive, in DropBox folders and within Rubicon Atlas.

These documents are shared across grades and departments. ELLs who are taught through the push-in model in gifted and ICT classes are taught using our highly rigorous, CCSS aligned ELA curriculum. The curriculum focuses on building the four modalities through close reading of grade level texts, rigorous writing assignments and the building of academic language. ESL providers in these classes work together collaboratively with ELA teachers to provide entry points to the curriculum for all students. Our instructional model as a whole emphasizes fostering academic language development, encouraging higher order thinking through questioning, limiting teacher talk, increasing collaborative group work amongst students, strong teacher modeling, and providing opportunities for student to student engagement and extending language use in the classroom. We have received targeted professional development from the Scholastic, Rubicon Atlas, City University of New York and Hunter College to support these objectives.

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

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 classrooms have genre-based libraries in English and support material in the native language; including but not limited to fiction and nonfiction texts, bilingual glossaries and dictionaries. Students have easy access to reading material in English and in the native language and teachers are supported and encouraged to develop native language proficiency as well as academic English skills. ELLs are also provided with bilingual glossaries and dictionaries for state exams.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through a variety of measures, including department wide benchmark assessments, curriculum based assessments (i.e., vocabulary tests, content test, sight word tests, etc.), informal and formal in-class assessments, one on one conferring with students, and teacher observations during group and whole class discussions. We also analyze data from the ELL Periodic and ELL Predictive assessments to inform and drive our instruction.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Teachers at IS 220 differentiate instruction for ELL subgroups by implementing numerous strategies to including but not limited to; building prior knowledge, integrating opportunities to use oral and written language for learning purposes, scaffolding to provide multiple entry points, collaborative grouping through partnerships and group activities, writing 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 all ELLs 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 performance-based tasks, portfolio entries, 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 ELLs 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, audiovisual clips, 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.

In addition to these methods of differentiation, we employ a number of other techniques to provide multiple entry points for all ELLs.

a. As part of our instructional plan for SIFE students we apply for the SIFE grant every year. Funds from this grant are then allocated towards our extracurricular SIFE program. Our SIFE students also participate in extended day, as well as small group instruction during the school day based on need.

b. Our plan for newcomer ELLs includes access to extracurricular programs (funded by Title III funds) and self-contained ESL instruction (except in the case of ELLs with special needs and those in advanced programs). We've created a rigorous curriculum for newcomer ELLs in self-contained ESL classes based off of the Scholastic CodeX program. Most of our newcomer students also participate in extended day, as well as small group instruction during the school day based on need.

c. Our plan for long term ELLs (4-6 years) includes access to extracurricular programs (funded by Title III funds). Long term ELLs are placed in an appropriate class setting based on their ELA and NYSESLAT levels, as well as other individual needs they may have (ie, students with disabilities, students in gifted classes, etc.). Most long term ELLs are given ESL instruction in a self-contained setting five times a week, with the exception of students with disabilities and students in gifted programs. Other students are supported within their content area classes by a push-in ESL teacher, and instruction is based off either the Scholastic CodeX program or the content curriculum to which the teacher is pushing into. Many of our long term ELLs also participate in extended day. Based on need, long term ELLs also receive small group instruction and/or AIS services during the school day.

d. Our plan for long term ELLs (6+ years) includes access to extracurricular programs (funded by Title III funds). Long term ELLs are placed in an appropriate class setting based on their ELA and NYSESLAT levels, as well as other individual needs they may have (ie, students with disabilities, students in gifted classes, etc.). Most long term ELLs are given ESL instruction in a self-contained setting five times a week, with the exception of students with disabilities and students in gifted programs. Other students are supported within their content area classes by a push-in ESL teacher, and instruction is based off either the Scholastic CodeX program or the content curriculum to which the teacher is pushing into. Many of our long term ELLs also participate in extended day. Based on need, long term ELLs also receive small group instruction and/or AIS services during the school day.

e. Former ELLs (1 to 2 years after testing proficient) are also invited to participate in extracurricular programs created for the general ELL population. For the first year after testing proficient, former ELLs are placed in ESL or ELA classes based on individual need. From the second year on, ELLs are then placed into ELA classes in lieu of ESL. Most former ELLs given ESL instruction are in a self-contained setting five times a week, with the exception of students with disabilities and students in gifted programs. Other students are supported within their content area classes by a push-in ESL teacher, and instruction is based off either the Scholastic CodeX program or the content curriculum to which the teacher is pushing into. Based on need, former ELLs also receive small group instruction and/or AIS services during the school day.

7. 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?

An IEP team consisting of a special education teacher, a general education teacher, the school psychologist, the ELL coordinator and the special education administrator ensure that ELL-SWD receive their mandated services and that their programs reflect the appropriate hours of ESL. Our ESL teachers push in to our content classes to ensure all ELL students receive the proper support required. We have hired two new teachers this year in order to accommodate this push in model in the self contained and ICT classroom containing ELL-SWD. Teachers at IS 220 support students language, literacy and content learning by implementing numerous strategies and instructional methods including but not limited to: building academic language, integrating opportunities to use oral and written language for learning purposes, scaffolding for support, targeted grouping strategies, targeted formative and summative assessments, writing projects, and sharing projects to promote English language, literacy and content knowledge development. Teachers maintain high expectations for ELLs 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, performance-based portfolio entries, 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 ELLs 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school looks closely at individual student needs and learning styles by analyzing past student portfolios, teacher anecdotal 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-Thursday from 2:20-3:10 p.m. An early morning 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 council 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 monitored periodically to ensure proper placement.

Courses Taught in Languages Other than English *①*

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

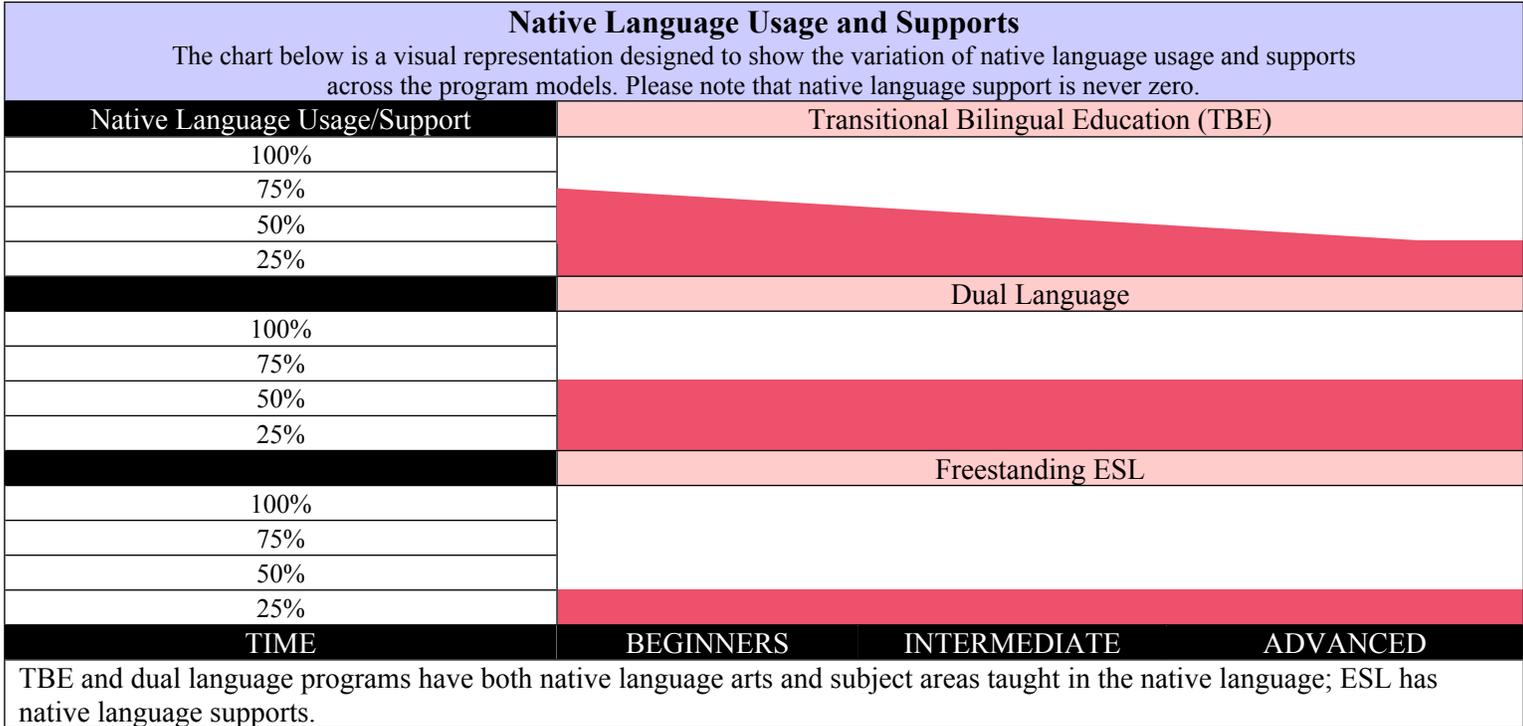
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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	45 minutes per day	45 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



B. Programming and Scheduling Information--Continued

9. 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.

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 Fast Forward, targeted AIS in Math and ELA, Wilson and Q-Tel are also contributing factors in our efforts to promote language acquisition among our Ell's. 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. Our students are engaged in grade appropriate Common Core Learning Standards based reading and writing assignments with a major emphasis on analyzing questions and supporting answers with text based evidence.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

With targeted instruction we have been highly effective in meeting the needs of our ELLs across all subjects.

Our Beginner/Intermediate and Advanced ELLs are instructed in a self-contained setting through an adapted curriculum based on the Scholastic Code X program, which provides these students with rigorous instruction aligned with the CCSS. All program models are described in-depth in Part V

11. What new programs or improvements will be considered for the upcoming school year?

We have implemented 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. Additionally, we have partnered with The Urban Arts Society and have adopted their "Story Studio" project in our Welcome classes for the last two years. Story Studio is a program where a collaborating teaching artist visits our classes once per week for 6 months and introduces artistic expression of the ESL curriculum. Finally, we are piloting a reading and writing program titled "Fast Forward" with our 8th grade hold over class.

12. What programs/services for ELLs will be discontinued and why?

We discontinued our "Making Books Sing" program because we have now incorporated music into our school curriculum

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

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 targeted AIS instruction. ELLs are programmed into the arts and music curriculum and the supplemental services of arts connection during the school day.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs have access to laptops and Ipads in their ESL classes. They are engaged in project based learning activities requiring the use of computers during several times throughout the curriculum units. 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. Students use various web based program that use differentiated non-fiction readings to boosts ELLs reading comprehension, fluency, and writing skill. 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. Additionally, we have implemented Scholastics Code X as our ESL program from which our specifically aligned curriculum is derived. All students have received a student workbook and accompanying texts and novels. Our classrooms are stocked with leveled, genre based libraries as well as native language fiction and non fiction texts.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We have ensured that the required services support and resources are aligned with the student's age, grade level and proficiency levels by adopting a robust curriculum (Code-X) that is unpacked by a grade team on an ongoing basis. Our grade teams meet and plan weekly during a common planning period and after school for a total of 3 weekly hours in a professional learning community. The goals of the teams include but are not limited to enriching the curriculum by adding relevant and appropriately motivating resources to assist students in understanding, and making meaning out of the texts. Teachers are diligent in making sure students are properly mastering the skills of reading, writing, speaking and listening. They are sensitive to the students cultural background and age and add or delete material as agreed upon by the team. This process is aligning, modifying and collaborating is continuous and is memorialized in our curriculum maps on Rubicon Atlas.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In late June, the parent coordinator organizes an orientation session for incoming sixth grade students. Translators are available. During the summer, the Beacon program provides opportunities for students to interact with currently enrolled students and offers classes for English language acquisition during the summer. New ELLs who enroll throughout the year are invited to attend our Homework program, Art through Writing morning program, ESL/Math targeted instruction am and pm program, and Sife program.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

1. ELL personnel receive professional development from the Hunter College, Q TEL, Network, ExCell (Margarita Calderon), Scholastic Code X, and Classlink. Additional support is provided from our ESL Coordinator and Literacy Coachs. 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 6.

2. School staff participates in a comprehensive series of professional development sessions hosted by a variety of sources including but not limited to; the ELL Coordinator and ESL specialists providing extensive support on ESL strategies and methodologies specific to assisting second language acquisition in middle school, Hunter College Professor Dr. Laura Bacher, CEI-PEA 535, and specialists from our network.

3. Our guidance counselors provide professional development to our staff in order to help support students who are transitioning into high school. They invite International High schools to our building for a day of valuable information regarding admittance into these specialized ELL high schools. The guidance support group prepares a Career Day for the students and teachers when they are in the eighth grade.

4. 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 Scholastic Code X specialists in the implementation and alignment of curriculum.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to our annual Open House 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 th day we host additional sessions at night and on weekends.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: John J. Pershing

School DBN: K220

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms Loretta Witek	Principal		1/1/01
Ms Raquel Diaz	Assistant Principal		1/1/01
Ms Sylwia Jesinski	Parent Coordinator		1/1/01
Mr. Marcus Artigliere	ESL Teacher		1/1/01
	Parent		1/1/01
Ms Kim Ihata/ESL	Teacher/Subject Area		1/1/01
Ms. Noreen Guilespi/ELA	Teacher/Subject Area		1/1/01
Ms. Jennifer Lincoln	Coach		1/1/01
Ms Denise Payne	Coach		1/1/01
Ms. Heather Blase	Guidance Counselor		1/1/01
Ms. Ellen Pavda	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: K220 School Name: John J. Pershing

Cluster: 5 Network: 535

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, LAC and ESL coordinator use ATS/RDGS reports 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, with major concentration being Spanish at 45.25 and Asian languages at 46.61 (Mandarin and Cantonese).
- 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, interclass transfer, and extended parent conversation letters .

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

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: John J. Pershing I.S. 220

DBN: 20K220

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 180

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 7

of certified ESL/Bilingual teachers: 5

of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Part B: Direct Instruction Supplemental Program Information

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 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

Part C: Professional Development

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.

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.

Part D: Parental Engagement Activities

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 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		