



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	20K220
School Name:	JOHN J. PERSHING
Principal:	MS. LORETTA WITEK

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: John J. Pershing School Number (DBN): 20K220
School Level: Middle Grades Served: 6-8
School Address: 4812 9th Ave Brooklyn, NY 11220
Phone Number: 718-663-8200 Fax: 718-871-7466
School Contact Person: Ms. Loretta Witek Email Address: lwitek@schools.nyc.gov
Principal: Ms. Loretta Witek
UFT Chapter Leader: Mr. Brian Isler
Parents' Association President: Ms. Tina Koundouroudas
School Leadership Team
Chairperson: Ms. Kimberly Ihata
Student Representative(s): _____

District Information

District: 20 Superintendent: Ms. Karina Costantino
Superintendent's Office Address: 415 89th Street Brooklyn, NY 11209
Superintendent's Email Address: kcstan@schools.nyc.gov
Phone Number: 718-759-4908 Fax: 718-752-4842

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 533 Network Leader: Ms. Nancy Ramos

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Loretta Witek	*Principal or Designee	
Mr. Brian Isler	*UFT Chapter Leader or Designee	
Ms. Tina Koundouroudas	*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	
Ms. Bhanmattee Vaz	Parent	
Ms. Kimberly Ihata	Coach	
Ms. Marisa Bolognino	AP	
Ms. Amina Aly	Parent	
Ms. Heather Broker	Teacher	
Ms. Carmen Rivera	Parent	
Mr. Eric Holder	Parent	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Pershing Junior High School is an intermediate school with 1376 students from grade 6 through grade 8. The school population comprises 1.23% Black, 45.42% Hispanic, 10.10% White, and 41.78% Asian students. The student body includes 35% English language learners and 16% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 95%.

One of the school's strengths is the administrative team's ability to communicate high expectations to all constituents resulting in a path to college and career readiness. In addition, the school concentrates on challenging English Language Learners by implementing a Push In model and fluidly moving them into more rigorous class settings. Finally, the school's implementation of the Wordly Wise vocabulary program has challenged all students to increase their academic language.

The school needs to focus on tenet 4.3-

Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

While there are some classes where differentiation and multiple entry points exist, it is not consistent throughout the building.

20K220 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1375	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	2	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	23	# SETSS	N/A	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	32	# Music	14	# Drama	10
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.8%	% Attendance Rate			94.7%
% Free Lunch	76.6%	% Reduced Lunch			0.5%
% Limited English Proficient	38.1%	% Students with Disabilities			14.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			1.6%
% Hispanic or Latino	45.1%	% Asian or Native Hawaiian/Pacific Islander			46.9%
% White	6.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			5.91
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	18.7%	Mathematics Performance at levels 3 & 4			38.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			62.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			93.8%
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 Mathematics (2012-13)			
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	NO	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	N/A	Multi-Racial	NO
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school worked strategically on aligning curricula to common core standards thus moving from focus to in good standing status in the 2013-2014 school year. The school aligns all curricula to the Common Core State Learning Standards (CCLS) in a rigorous, purposeful environment where all students become independent learners. The focus will be tenet/SOP 3.5, the use of data to drive differentiation of instruction.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will refine the curriculum maps to properly align each lesson to the common core learning standards including scaffolds and modifications as instructional tools for differentiation, thus meeting the needs of all learners.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<p>The administrative team will provide group meeting time on Mondays and Tuesdays for teachers to continue to refine and revise the curricula to align to the common core standards. Teachers will receive ongoing professional learning and support on Datacation (DDC Portal), Rubicon Atlas, CodeX Curriculum, Danielson Questioning and Discussion, FOSS, Glencoe Science and CMP3.</p>	Teachers	Septmeber2014- June2015	Principal, Assistant Principals, Coaches, and Network
<p>Teachers will collaborate during common planning time in order to reflect upon best practices and include entry points as well as DOK questioning.</p>	Students including ELLS and SWDs	September 2014- June 2015	Teachers and coaches
<p>The Professional Learning Team will provide continuous sustainable workshops on a wide range of differentiated instructional strategies; including but not limited to tiered assignments, multiple Intelligences, and Inquiry-based learning. 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.</p>	Students including ELLs and SWDs	September 2014-June 2015	School leaders, coaches, and the Professional Learning Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Four Teacher Instructional Coaches
 Four Demonstration Teachers
 Literacy Coach
 Math Coach
 ESL Coach
 Data specialist
 AIS Teachers
 Per session and per diem for Content and Grade Common Planning Time
 The Professional Learning Team

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

TIF, SIFE,

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Teacher Teams upload Common Planning Time Notes on template to Google Docs.

Administration monitors Units uploaded to Rubicon Atlas.

Administrative observations as well as peer inter visitation.

Part 6b. Complete in **February 2015.**

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In tenets 5.2, 5.3 and 5.4 the school has achieved an effective level of practice, however Tenet/SOP 5.5 would be our focus for the 2014-2015 school year. Pershing staff will work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teachers will be trained in RTI strategies.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities,

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
The administrative team will secure RTI professional learning that is ongoing and provides information and support for staff.	Teachers	September 2014-June 2015	Administration, school assessment team, and coaches
Teacher teams will be engaged in the implementation of a school wide RTI model.	Teachers	September 2014-June 2015	Administration, school assessment team, and coaches
The school based support team consisting of the school psychologist, IEP teacher, social worker, SETTS teachers, and all other service providers, will provide ongoing support for staff in the RTI model.	Teachers	September 2014-June 2015	Administration, school assessment team, and coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Four Teacher Instructional Coaches
 Four Demonstration Teachers
 School Psychologist
 School Social Worker
 Guidance Counselors
 Literacy Coach
 Math Coach
 ESL Coach
 Data Specialist
 AIS Teachers
 Content and Grade Common Planning Time
 Per session and per diem for professional learning

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Teacher Teams upload Common Planning Time Notes on template to Google Docs.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Common planning time allows for teachers to analyze data to develop and plan units and lesson plans to engage students in high levels of engagement in a safe environment where students feel comfortable taking risks. Tenet/SOP 4.3 would be our focus for the 2014-2015 school year. Pershing staff will work together to develop teachers' ability to develop lesson plans and units with multiple entry points for differentiation.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all departments will be provided professional learning workshops to enhance teaching strategies so that lessons strategically provide multiple entry points in order to engage all learners in high levels of thinking.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, 			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
The administrative team will secure differentiation professional learning that is ongoing for and provides information and strategies for the teaching staff.	Students	September 2014-June 2015	Principal, Assistant Principals, Coaches, and Network
Teacher teams will be engaged in common planning time that will allow them to cohesively plan lessons and units implementing these multiple entry points.	Students	September 2014-June 2015	Principal, Assistant Principals, Coaches, and Network
ICT and ESL co teachers will have additional common planning time to analyze classroom formative and summative data to conduct a needs assessment for differentiation in their classrooms.	Students	September 2014-June 2015	Principal, Assistant Principals, Coaches, and Network

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Additional Common Planning time Special education and ESL turn keyed professional learning Professional Learning workshops in house Literacy coach ESL Coach Math Coach Four Teacher Instructional Coaches Four Demonstration Teachers

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
Teacher Teams upload Common Planning Time Notes on template to Google Docs. Administration monitors Units uploaded to Rubicon Atlas.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In tenets 2.2, 2.3 and 2.4 the school has achieved an effective level of practice; however Tenet/SOP 2.5 would be our focus for the 2014-2015 school year. The Pershing administrative team will develop a calendar of completed formal and informal observations. Each member of the team will meet with teacher for post observations conferences for both informal and formal observations.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the principal and assistant principals will meet or exceed the minimum number of observations and provide teachers with formative feedback and Professional Learning to support improved practice in competencies across the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
The administrative team will utilize a Live Google Document which allows each administrator to enter the name of teacher observed, the date, and the number of observations completed to date.	Teachers	September 2014-June 2015	Principal and Assistant Principals
Each administrator will have face to face mini observation conferences after informal evaluations to discuss areas of strength and next steps.	Teachers	September 2014-June 2015	Principal and Assistant Principals
Administrators will offer support to teachers in the form of inter visitation provided by their own colleagues (Peer Instructional Coaches, Demonstration Teachers, and other teacher leaders	Teachers	September 2014-June 2015	Principal and Assistant Principals

Part 4 – Resources Needed

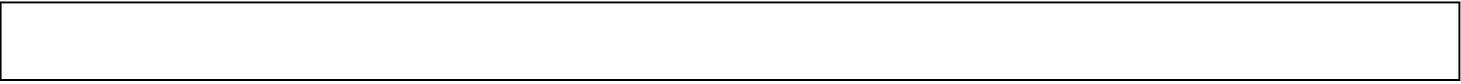
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Four Teacher Instructional Coaches Four Demonstration Teachers Literacy Coach Math Coach ESL Coach Per session and per diem for professional learning

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In tenets 6.2, 6.4 and 6.5 the school has achieved an effective level of practice; however Tenet/SOP 6.3 will be our focus for the 2014-2015 school year. The Pershing administrative team needs to monitor teacher gradebooks on Skedula to make sure that they are up to date so that parents and students can see the most accurate academic information. Once parents and students can assess their progress on Pupil Path, then they can self-assess their own areas of strength and need.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, all teachers of the four major subject areas will provide parents with weekly progress through “Pupil Path” so that families and students can identify areas in need of improvement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Teacher gradebooks will be monitored on a weekly schedule.	Students	September 2014-June 2015	Principal and Assistant Principals
Evening parent workshops will be developed by the parent coordinator to help parents navigate Pupil Path.	Students and Parents	September 2014-June 2015	Parent Coordinator
Students will be given in class time to log on to Pupil Path to self-assess their progress.	Students	September 2014-June 2015	Principal, Assistant Principal, Coaches, Demonstration Teachers, and Peer Instructional Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator Four Teacher Instructional Coaches Four Demonstration Teachers Literacy Coach Math Coach ESL Coach Data Specialist

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.
Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Level 1 and 2s on NYS Assessments	Close Reading Strategies, annotating text, supporting claims with textual evidence	Small groups, one to one conferences, text based discussion, ESL push in model	During, before, and after school
Mathematics	Level 1 and 2s on NYS Assessments	CMP3, IXL, Khan Academy, Math Words (vocabulary)	Small groups and ESL Push in Model	During, before, and after school
Science	Level 1 and 2s on NYS Assessments	Close reading and text based writing as well hands on experiments and virtual labs in the science content area	Small groups and ESL Push in Model	During, before, and after school
Social Studies	Level 1 and 2s on NYS Assessments	Close reading and text based writing in the social studies content area	Small groups, class debate and discussion, ESL push in Model	During, before, and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher/parent referral	Small group and individual counseling	Small group and individual counseling	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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 learning plan as needed.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	1,249,855	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	62,240	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	7,656,704	X	

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **John J. Pershing**, 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 the school and the families. The 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 the school community. **John J. Pershing** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information

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

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):			
<input checked="" type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school	<input type="checkbox"/> Saturday academy	<input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>220</u>			
Grades to be served by this program (check all that apply):			
<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11
<input type="checkbox"/> 12			
Total # of teachers in this program: <u>11</u>			
# of certified ESL/Bilingual teachers: <u>3</u>			
# of content area teachers: <u>8</u>			

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 programs that are held before and after-school.

Morning Program

There will be 2 classes of 20 students per class from grades 6-8. The program is from October to April for 24 weeks (96 sessions). The before school program is held four times per week, Tuesday- Friday, from 7:05 -7:50 am. There will be 3 teachers, 2 content area teachers and 1 ESL teacher rotating to each groups for 22 minutes. The teachers are Cara Refano (ELA), Steven Zao (Math) Sylvia Brennan (ESL Coach Support)

The before-school programming will be facilitated by 2 teachers and one ESL Coach. Teachers' areas of specialization are listed above. This program uses the Ready New York curricula as the core text to support instruction. Students learn skills that support inter disciplinary learning such as finding key ideas and details in various genres, and analyzing craft structures in literature.

Focus on Math Literacies with XL, XL provides comprehensive, standards-aligned math and language arts practice for K–12. This engaging, online program is the core of our math programming. The program is supplemented with NY Ready math books and the online program Kahn Academy to meet students differentiated learning needs.

In all sessions students are engaged in reading, thinking, analyzing, synthesizing, questioning, citing evidence, debating, and writing. Students of all levels of English proficiency will be able to participate and learn to research and convey information by using a variety of resources which will supplement the above curricula.

Morning Program Schedule:

The program is from October to April for 24 weeks (96 sessions). The before school program is held four times per week, Tuesday- Friday, from 7:05 -7:50 am. Two classes are held before school.

Participating teachers, morning sessions (2 teachers, 1 coach):

Cara Refano (ELA), Steven Zao (Math) Sylvia Brennan (ESL Coach Support)

Participating students, morning sessions:

40 students: 13- 6th graders, 13-7th graders, and 14 8th graders

Part B: Direct Instruction Supplemental Program Information

Morning Program Session Descriptions:

Program 1: Building Literacy Skills with Ready New York CCLS:

The before-school programming will be facilitated by 2 teachers and one ESL Coach. Teachers' areas of specialization are listed above. This program uses the Ready New York curricula as the core text to support instruction. Students learn skills that support inter disciplinary learning such as finding key ideas and details in various genres, and analyzing craft structures in literature.

Program 2: Focus on Math Literacies with iXL :

XL provides comprehensive, standards-aligned math and language arts practice for K–12. This engaging, online program is the core of our math programming. The program is supplemented with NY Ready math books and the online program Kahn Academy to meet students differentiated learning needs.

In all sessions students are engaged in reading, thinking, analyzing, synthesizing, questioning, citing evidence, debating, and writing. Students of all levels of English proficiency will be able to participate and learn to research and convey information by using a variety of resources which will supplement the above curricula.

After School Program

There will be 9 classes of 20 students per class from grades 6-8. The after- school program will be offered two times per week on Wednesday and Thursdays from 2:25 - 3:55 pm. Programs commenced on October 16th and will be held until April 13th. This time frame covers 24 weeks of instruction (excluding Christmas and Winter Break weeks) for 48 sessions. There will be 9 teachers, 6 content area teachers and 3 ESL teachers rotating each group for 30 minutes. All ELL students will be served by an ESL teacher during this program. The teachers in the after school session are: Louis Reyes (Sp. Ed/Math), Madeleine Humphreys (ESL), Elena Bidarian (ESL), Yong Jun Chen (Math), Louis Villa (Science/Math)), Courtney Parker (Reading/ELA)), Maria Sica (ELA), KaiLin Zheng (Math) Michelle Romano (ESL).

Building Literacy Skills with Ready New York CCLS:

This program uses the Ready New York curricula as the core text to support instruction. Students learn skills that support interdisciplinary learning such as finding key ideas and details in various genres, and analyzing craft structures in literature.

Using Literature Circles to Support Reading and Writing and Develop a Love for Reading:

In this program a licensed ESL teacher will guide participating students in a literature circle/ book club using the book *Fever* by Laurie Anderson. Students will read, discuss and create written responses to this historical fiction novel. The teacher will instruct students in CCSS aligned skills such as analyzing craft techniques, providing textual evidence to support assertions, and creating an argumentative essay.

Focus on Math Literacies with XL, XL provides comprehensive, standards-aligned math and language arts

Part B: Direct Instruction Supplemental Program Information

practice for K–12. This engaging, online program is the core of our math programming. The program is supplemented with NY Ready math books and the online program Kahn Academy to meet students differentiated learning needs.

In all sessions students are engaged in reading, thinking, analyzing, synthesizing, questioning, citing evidence, debating, and writing. Students of all levels of English proficiency will be able to participate and learn to research and convey information by using a variety of resources which will supplement the above curricula.

Fast Forward Reading Intervention a computer based interactive program that can build the foundational language and cognitive skills that so many struggling learners and English Language Learners need to succeed. After Fast for Word, learners can improve their language and reading by up to two grade levels in as little as three months, simultaneously boosting performance across all areas of study. And research has shown that these gains endure over time.)

Afternoon Program Schedule:

The after- school program will be offered two times per week on Wednesday and Thursdays from 2:25 - 3:55 pm. Programs commenced on October 16th 2014 and will be held until April 13th 2015. This time frame covers 24 weeks of instruction (excluding Christmas and Winter Break weeks). Nine classes are held after school.

Afternoon Session, participating teachers (9):

Louis Reyes (Sp. Ed/Math), Madeleine Humphreys (ESL), Elena Bidarian (ESL), Yong Jun Chen (Math), Louis Villa (Science/Math)), Courtney Parker (Reading/ELA)), Maria Sica (ELA),

KaiLin Zheng (Math) Michelle Romano (ESL).

Afternoon, Number of Participating Students:

180 students, approximately 60 sixth graders, 60 seventh graders and 60 eighth graders

Afternoon Session Descriptions:

Program 1: Building Literacy Skills with Ready New York CCLS:

The after school programming will be facilitated by 6 content area teachers and 3 ESL teachers. Teachers' areas of specialization are listed above. This program uses the Ready New York curricula as the core text to support instruction. Students learn skills that support inter disciplinary learning such as finding key ideas and details in various genres, and analyzing craft structures in literature.

Program 2: Using Literature Circles to Support Reading and Writing and Develop a Love for Reading:

In this program a licensed ESL teacher will guide participating students in a literature circle/ book club using the book Fever by Laurie Anderson. Students will read, discuss and create written responses to this historical fiction novel. The teacher will instruct students in CCSS aligned skills such as analyzing

Part B: Direct Instruction Supplemental Program Information

craft techniques, providing textual evidence to support assertions, and creating an argumentative essay.

Program 3: Focus on Math Literacies with iXL:

iXL provides comprehensive, standards-aligned math and language arts practice for K–12. This engaging, online program is the core of our math programming. The program is supplemented with NY Ready math books and the online program Kahn Academy to meet students differentiated learning needs.

In all sessions students are engaged in reading, thinking, analyzing, synthesizing, questioning, citing evidence, debating, and writing. Students of all levels of English proficiency will be able to participate and learn to research and convey information by using a variety of resources which will supplement the above curricula.

Program 4: Fast Forward Reading Intervention: A computer based interactive program that can build the foundational language and cognitive skills that so many struggling learners and English Language Learners need to succeed. After engaging in the Fast ForWord program, learners can improve their language and reading by up to two grade levels in as little as three months, simultaneously boosting performance across all areas of study. And research has shown that these gains endure over time.

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:

We have developed a (3) tiered professional development plan:

Tier 1

Bolstering Academic Language Through Writing in the Content Areas: A Genre Based Approach:

Academic language is at the core of our instructional goals. To support this goal and enhance the understanding and use of academic language in the classroom, we will hire Dr. Luciana de Oliveria, a professional development consultant and Associate Professor from Columbia University, Teachers College to provide PD in the area of writing across the content areas and bolstering the use of academic language in writing. This initial PD is scheduled for Monday, Dec. 22nd from 2:20 -3:30 pm. Our Peer Instructional Coaches, Marcus Artigliere, Matt Vanderlee and Kim Ihata will be collaborating with Dr. de Oliveria to implement the strategies gained from this initial session in later Professional Learning sessions.

Part C: Professional Development

Tier 2:

Using Technology to Enhance Instruction:

We are also seeking to enhance our instruction by intergrating technology into the curricula. 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. This professional development will be led by our Peer Instructional Coaches, Marcus Artigliere (NYS, ESL certified), Matt Vanderlee, (NYS, Special Ed certified), and Kim Ihata (NYS, ESL certified). These teachers are skilled at engaging their colleagues in best practices in using technology in the classroom. This PD will take place once per month during our weekly PL sessions. The initial session will take place on Monday, Dec. 22nd. from 2:20 - 3:30 pm.

Tier 3:

Focus on Vocabulary: A Bricks and Mortar Approach

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 understand, develop skills, and are supported in the application of a targeted set of instructional practices. These practices can then be shared, observed, and evaluated consistently, thus strengthening the impact of the professional development consulting. We have secured the services of Associate Professor, Dr. Laura Baecher from Hunter College to lead this PD. Our first session will be held from 8:15 am - 11:57 am, on Monday, Jan. 13th, 2015.

Participants:

PD participants will include the Title 3 teachers listed below as well as additonal staff members who will benefit from the training.

Currently, the following teachers teach the Title III program and will receive Professional Development: Cara Refano (ELA), Louis Reyes (Sp. Ed), Madeline Humphreys (ESL), Elena Bidarian (ESL), Yong Jun Chen (Math), Louis Villa (Science), Courtney Parker (Sp. Ed), Maria Sica (ELA), Steve Zao (Math), KaiLin Zheng (Math) Ms. Romano(ESL), Ms. Bidarian (ESL), Mr Tynan (ESL) and Ms. Humphreys(ESL). We anticipate additional teachers may join this group and benefit from professional development.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

We have developed a focus on parent engagement to support our learning goals.

Inter-generational morning classes:

We are seeking to offer a twice weekly, morning ESL and literacy class for parents who speak a language other than English. Currently, we have 14 parents who are interested in attending.

We have partnered with the DOE Office of Adult Education to obtain curricula and teachers for this program. The OAE has pledged to support this program once we have secured a list of 40 interested parents. We are currently conducting outreach efforts in the form of phone calls and through emails using Skedula to provide notice of this anticipated service.

Currently, we offer monthly PTA meetings, which take place every third Thursday from 9 -11 am. These meetings focus on individual concerns of parents.

In addition to the above, we plan on offering the following workshops:

Workshops will be conducted by our Parent Coordinator, Sylwia Jasinski and other relevant staff.

Supporting Your Child in Developing Literacy Skills: Dec. 2014

Supporting Your Child in Testing Season: March 2015

Using Skedula to Communicate Effectively with Teachers: Jan 2015

Parents will be notified via translated letters, through phone calls using School Messenger, and Skedula announcements. We will also promote events on our school portal and calendar.

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Part E: Budget

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

Allocation Amount: \$62240

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 	_____	_____

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

Allocation Amount: \$62240

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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. Klm 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>							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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	387	37	13	165	25	41	59	0	29	611
Number of ELLs who have an alternate placement paraprofessional: <u>10</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE <u>Chinese</u>							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	
	ELL	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									
SELECT ONE _____									0	0	
SELECT ONE _____									0	0	
SELECT ONE _____									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 handcores are maintained at the school. Students who score above proficiency enter a monolingual program. Students who score below the proficiency levels are ELL's. If a student is an ELL, parental options are 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 [\[see tool kit\]](#).)
RLAT 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 students 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. 

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.

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

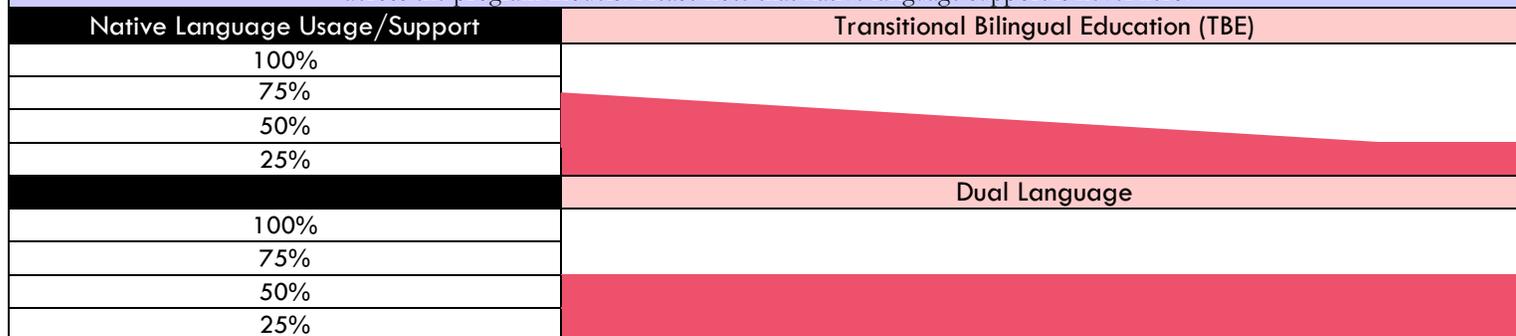
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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 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 Coaches. 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:

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.