

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **20K220**

**School Name:**                         **J.H.S. 220 JOHN J. PERSHING**

**Principal:**                               **LORETTA WITEK**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: John J. Pershing IS 220 School Number (DBN): 20K220  
Grades Served: 6-8  
School Address: 4812 9<sup>th</sup> Ave Brooklyn NY 11220  
Phone Number: 718-633-8200 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  
SLT Chairperson: Ms. Zenia Duran  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Tina Koundouroudas  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Ms. Karina Constantino  
Superintendent's Office Address: 415 89th Street, Room 401, Brooklyn, NY 11209  
Superintendent's Email Address: kcostan@schools.nyc.gov  
Phone Number: (718) 759-4908 Fax: 718-752-4842

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn Director: Cheryl Watson-Harris  
Director's Office Address: 415 89<sup>th</sup> Street, Brooklyn NY 11209  
Director's Email Address: Cwatson10@schools.nyc.gov  
Phone Number: 718-759-4900 Fax: 718-759-4960

## 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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 M. Witek	*Principal or Designee	
Mr. Brian Isler	*UFT Chapter Leader or Designee	
Mr. Hau Leunh Lam	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ms. Bhanmattee Vaz	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ms. Marisa Bolognino	AP	
Ms. Zenia Duran	Teacher	
Ms. Ana Perez	Parent	
Ms. Beatriz Torres	Parent	
Ms. Beauty Akhter	Parent	
Ms. Kim Ihata	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Teacher	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

John J. Pershing Middle School is an intermediate school with 1400 students from grade 6 through grade 8 located in Sunset Park, Brooklyn. This is a vibrant learning community that serves a diverse student body. The school serves four hundred and ninety nine English Language Learners in an inclusive setting.

The school population comprises 1.21% Black, 44.93% Hispanic, 9.86% White, and 42.57% Asian students. The student body includes 35.64% English language learners and 15.14% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2014-2015 was 95.2%.

Our school vision is to ensure that all students are college and career ready through high expectations and standards of academic excellence as they go forward on their path to becoming life-long learners. Our Instructional focus is to engage students in high quality discussions exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking .

We continue to partner with local institutions of higher learning such as Hunter College and Brooklyn College to nurture and cultivate student teachers. In addition, we participate in the Teacher Incentive Fund (TIF) and currently have four Model Teachers and four Peer Instructional Coaches. This teacher team works on inquiry, peer inter visitation, and teacher collaboration within the school building. We also developed a partnership with one of our feeder elementary schools, PS 160. Our 7<sup>th</sup> grade students visit the Kindergarten classes to read aloud and ask higher order thinking questions.

To better serve our students in social studies, we have partnered with the NY Historical Society. This allows a historian to visit 7<sup>th</sup> and 8<sup>th</sup> grade social studies classes and share artifacts pertaining to the content with students. This year we developed a Model UN club where students participated in debates after school. This culminated in a three day presentation the UN. Currently, we are awaiting acceptance to Teen Thursdays as well as the Center for The Arts Runaway Slave Art project.

We applied and received a grant to address the differentiated needs of our long term ELLs. The LTELL Academy was created to provide supplementary instruction after school and on Saturdays for these students. Our teachers are trained in the ExC-ELL strategy and it is used across content areas. Additional programs to address the needs of ESL students include Arts Connection and Story Studio.

Our building continues to offer a comprehensive arts program. We partner with the Morgan Museum which allows our students the opportunity to learn about illuminated manuscripts as well as the pigment and parchment used to make them during the Middle Ages. Students then create their own accordion books and four are chosen for submission.

Our Spring Arts Festival includes the 7<sup>th</sup> and 8<sup>th</sup> grade Architectural Fair, spring concert and arts exhibit. In addition we continue our partnership with Broadway Juniors to allow our students the opportunity to participate in a school musical production. We also implement CHAMPs for students to showcase their athletic abilities.

We have taken the initial steps to incorporate technology into more lessons. Every student and teacher in the building has a Pershing Gmail account. All ELA and socials studies teachers use Google Classroom which allows students to work

collaboratively on group projects by sharing slides via the Google Drive. Teachers also use this feature to conference with students on their writing.

We are currently in the process of becoming a STEM school. We are building a partnership of Learn Zillion for teacher collaboration. The Title IIB grant will allow the math teachers to participate in professional learning focusing on narrowing the achievement gap in the ESL and SWD populations.

Our administrative team had determined that the rigorous instruction is the area in which we our school has made the most growth in the past year, and we will continue to focus on developing our teachers' capacity in this area. According to our most recent data, we as a school need to address the lack of progress and performance for our students with disabilities. Therefore, our key area of focus for this school year is supportive environment in the area of special education. More specifically, our focus is to raise academic rigor with a focus on students with disabilities. In addition, we will focus on engaging in true inquiry to remedy pedagogical deficiencies in teaching and learning.

## 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 – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

For the 13-14 school year, IS 220 increased ten percentile points and went from the 51<sup>st</sup> to 61<sup>st</sup> percentile in ELA (citywide). This is equivalent to a 16% increase in students scoring levels 3 or 4. In math, IS 220 increased 3 percentile points which is equivalent to a 4% growth of students meeting levels 3 or 4.

#### ELL Subgroup -

In ELA, 49% of ESL students made significant progress (75<sup>th</sup> percentile or greater).

In math, 51% of ESL students made significant progress (75<sup>th</sup> percentile or greater).

#### Special Education Subgroup -

In ELA, self-contained special education students demonstrated continued progress. In ELA, 30% of 60 self-contained special education students scored at the proficient level. IS 220 ranked in the 84<sup>th</sup> percentile citywide for this subgroup in ELA. However, 2% of the 64 special education students in ICT classes scored at the proficient level. In addition, 0% of special education students receiving SETSS in ELA scored at the proficient level. Out of 188 special education students, 63% showed significant growth (75<sup>th</sup> percentile or greater) in ELA.

In math, 0% of self-contained special education students scored at the proficient level. Likewise, 0% of special education ICT students scored at the proficient level. Of the 65% special education students receiving math SETSS, 14% scored at the proficient level. Out of 182 special education students, 58% showed significant growth (75<sup>th</sup> percentile or greater).

#### Black/Hispanic Male Subgroup-

In ELA, 58% of IS 220’s Black/Hispanic males made significant growth. In math, 56% made significant growth.

#### The Lowest Third –

The number of students in the citywide lowest third is greater than 1/3 of our school population.

#### Conclusion –

IS 220 has demonstrated significant growth and progress toward proficiency. However, we need to address the lack of progress and performance in our SWD subgroup. Based on the data, special education will be our priority and area of focus.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a calendar in place outlining bi weekly dates on which general education teachers will meet with special education teachers to perform inquiry work and discuss specific areas in need of improvement with students with disabilities as based on results from the fall baseline exams in math and ELA. As measured by the January benchmark exams in math and ELA, there will be a 5% increase in student performance from the baseline.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The administrative team will provide group meeting time as outlined in a set calendar of specific dates and times. This calendar will be shared widely with the staff. SETSS teachers will work with their general education counterparts using inquiry to examine student work.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, and Coaches</p>
<p>The administrative team will provide group meeting time as outlined in a set calendar of specific dates and times. This calendar will be shared widely with the staff. Special education will meet as a department to discuss specific skills and strategies.</p>	<p>Students including SWDs</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Coaches and teachers</p>
<p>Time will be provided to upload baseline and benchmark data to the Data Driven Classroom.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, and Coaches</p>
<p>Time will be provided for teachers to analyze the fall baseline assessment results. They will look for trends using an item analysis and summary report from Data Driven Classroom.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, and Coaches</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All teachers

Peer Instructional Coaches

Model Teachers

Literacy Coach

Math Coach

ESL Coach

Data Specialist

Professional Learning videos

Professional Learning articles

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The January benchmarks will indicate growth from the baseline exam in the special education subgroup. In addition, teacher teams upload common planning and inquiry notes to Google Drive.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Based on the Special Education Reform there need to be interventions in place specially a committee of teachers across all contents to develop a series of strategies and interventions so that students can become academically, socially, and emotional successful before being referred to the committee of special education.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers will be trained in RTI strategies and they will utilize the RTI team to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful. This will be evidenced by less than 10% of teachers referring students for special education services without first utilizing resources available.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>The administrative team will secure RTI professional learning that is ongoing and provides information and support for staff.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, school assessment team, and coaches</p>
<p>Teacher teams will be engaged in the implementation of a school wide RTI model.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, school assessment team, and coaches</p>

The school will form the RTI team in September 2015 which will consist of teacher leaders and all other service providers. They will provide ongoing support for staff in the RTI model.	Teachers	September 2015-June 2016	Administration, school assessment team, and coaches
The school will offer a parent workshop on the RTI model and how it affect and assist students in their social, emotional, and developmental growth.	Parents	September 2015-June 2016	Administration, school assessment team, coaches, and Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Peer Instructional Coaches											
Model Teachers											
Special education and general education teachers											
School Psychologist											
School Social Worker											
Guidance Counselors											
Literacy Coach											
Math Coach											
ESL Coach											
Data Specialist											
Common Planning Time											
Per Session and Per Diem for professional learning											
Parent Coordinator											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all teachers will be trained in the RTI model and the school will begin to see a decrease in immediate special education referrals.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## 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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>Social Studies</b>	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
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PPT/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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>The school works closely with the 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 department supports us in ensuring our hires have the proper credentials. We require prospective teachers to attend our new teacher orientation prior to the start of school.</p> <p>We support the retention of our teachers through continual professional learning 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 <i>professional</i> learning 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.</p> <p>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 learning opportunities and provide our teachers with current and research based models of pedagogy.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff receives professional learning (PL) that enables our students to meet Common Core State Standards. We employ</p> <p>the following strategies:</p> <p>-Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty</p> <p>has the appropriate instructional focus</p>

- Providing focused PL in CCLS in-house and utilizing network CCLS workshops in ELA and Math
- Engaging staff in PLs 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 Learning Plan.
- Working with our network to identify and create high level professional learning 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 plans 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.).

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**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,240,413.00	X	5A and 5B
Title II, Part A	Federal	0		
Title III, Part A	Federal	57,716.00	X	5A and 5B
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,079,604.00	X	5A and 5B

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

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### **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. **[IS 220]**, 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. **[IS 220]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

**[IS 220]** , 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 on assessments.

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>220</b>
School Name <b>John J. Pershing, I.S. 220</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Loretta Witek</b>	Assistant Principal <b>Raquel Diaz</b>
Coach <b>Sylvia Brennan</b>	Coach <b>Zenia Duran</b>
ENL (English as a New Language)/Bilingual Teacher <b>Kim Ihata</b>	School Counselor <b>Heather Blasi</b>
Teacher/Subject Area <b>S. Tynan /ELA/ENL</b>	Parent <b>Lourdes Martinez</b>
Teacher/Subject Area <b>S. Stein/Math</b>	Parent Coordinator <b>Janelle Mitchell</b>
Related-Service Provider <b>D. Shapiro/Speech</b>	Borough Field Support Center Staff Member <b>Cheryl Watson-Harris</b>
Superintendent <b>Karina Costantino</b>	Other (Name and Title) <b>E. Rielly/School Psychologist</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>13</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>2</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1447</b>	Total number of ELLs	<b>468</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							1	1	1					0
<b>Dual Language</b>							0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	468	<b>Newcomers</b> (ELLs receiving service 0-3 years)	267	<b>ELL Students with Disabilities</b>	101
<b>SIFE</b>	25	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	165	<b>Long-Term</b> (ELLs receiving service 7 or more years)	36

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	69	8	1	11	1	0	0			0
<b>DL</b>	0			0			0			0
<b>ENL</b>	198	15	10	154	1	72	36	0	18	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE CHINESE							24	30	26					0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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							67	50	47					0
Chinese							98	100	80					0
Russian														0
Bengali							4	1	1					0
Urdu							2	1	2					0
Arabic							2	2	2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						0
Albanian														0
Other							4	1	3					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							55	52	44					0
<b>Emerging</b> (Low Intermediate)							14	16	15					0
<b>Transitioning</b> (High Intermediate)							14	12	18					0
<b>Expanding</b> (Advanced)							94	76	58					0
<b>Commanding</b> (Proficient)							37	33	52					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							11	1	3					0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							74	64	91					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	116	22	0	0	0
7	99	17	0	0	0
8	89	4	0	0	0
NYSAA			4	1	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	69	4	41	6	22	6	11	1	0
7	45	2	30	10	22	6	6	12	0
8	49	1	28	5	12	12	3	5	0
NYSAA					5				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	21	0	37	2	48	16	5	11	0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>CCCS</u>	3	15	3	15
Chemistry				
Earth Science				
Living Environment	1	0	1	0
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0				
Chinese Reading Test	15	19	22	9				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Instruction at our school is driven by analysis of multiple data sources. IS 220 uses a battery of assessments including formative, summative, departmental diagnostic tests, and teacher observations to assess the literacy skills of all ELLs. These results help us identify the students' individual areas of need to assist in planning differentiated instruction by adapting Scholastic's CodeX program and National Geographic's Inside curriculum. Teachers enter quantitative, qualitative data and other anecdotal into Skedula.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across proficiency levels on the NYSITELL 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 2013 (This information is based on last years scores and data).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The patterns we have noticed after analyzing the NYSESLAT data has informed our decision to increase vocabulary strategies using ExCELL methodologies across all content areas, to incorporate additional oral and written language activities that provide context-embedded tasks with a focus on academic language development. 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 paralinguistic 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.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]  
N.A.

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

According to the data from the school report card, the results from the standardized tests, the environmental survey and the Progress Report we recognize the areas in need of improvement. We have put into place various student programs, have established a schedule of intervisitations to share best practices through model lessons from Demonstration Teachers and meetings with Peer Instructional Coaches (funded by the TIF grant), have organized Professional Learning Communities to look at student work and devise interventions that address individual student needs, have introduced school-wide monthly formative assessment practice in all content areas, have programmed teacher led peer tutoring, and small group intervention periods as professional activities, implemented an early morning, and extended day. Additionally, we survey teachers for a more comprehensive approach to our programs and continue to analyze the data and tailor instruction accordingly

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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 pedagogue responsible for conducting the initial screening: the interview, the administration of the Home Language Identification survey (HLIS) and the NYSITELL to new students is Ms. Sylvia Brennan, MSE (TESOL)K-12, ELL Coordinator, ESL Licensed Teacher and native Spanish speaker. She administers the Spanish Lab to students who have been identified as having Spanish as their Home Language. For languages other than Spanish, the ELL Coordinator utilizes the translation unit, the Chinese speaking community liaison on staff Dennis Chung, in addition to other bilingual staff members including but not limited to Parent Coordinator Ms Jasinski(Polish),Ms Gerges Paraprofessional (Arabic), ESL Teacher Ms Grossi(Russian), when necessary. Within 10 days the ELL Coordinator administers the NYSITELL, if indicated by the HLIS. The NYSITELL is scanned on site and the students are placed accordingly. Students who score above proficiency enter a monolingual program. Students who score below the proficiency levels are placed in an ELL class where they receive the mandated number of ENL minutes, guided by the CR 154. If a student is an ELL, parental options are exercised. Using the information of eligibility from the (RLER) and ATS Report, English Language Learners are evaluated annually using the New York State English As a Second Language Achievement Test (NYSESLAT).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE Identification Process

- 1. We administer the oral interview questionnaire
- 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS)

We ensure that the initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

These are ELLs who are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. Our LPT team is comprised of our school psychologist, a special education teacher, the assistant principal who supervises ESL and special education, and an ESL teacher. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator’s Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation are follow the guidelines as described in the Standard Operating Procedures Manual of the NYC Department of Education. ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Our school ensures that entitlement and non-entitlement notifications are distributed to parents in their preferred language within 5 days following the administration of the NYSITELL. In addition, we require all parents to sign the notification letter and we maintain a copy for our school files.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are informed about the new Re-Identification process policy through several paths. This information is made available to parents during the initial parent orientation meeting held in September and throughout the school year.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
To inform parents of the three program choices, we provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing procedures established in the school. During the orientation, we also provide information on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation is in a language or mode of communication that the parent or guardian best understands. If deemed necessary the school contacts the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. We inform parents that they must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our school monitors the return of the Parent Survey and Program Selection Forms by maintaining accurate records of received and not received documents. If a form is noted to have not been returned within 2 days of being distributed, the school calls the home and requires the parents to come to school to complete the form. Additionally, students are called into the ELL Coordinators office and a verbal request is made in the students native language. Finally, an email is sent home requesting the return of the form. All of these steps are conducted in a continual basis until the 5 days have elapsed and then the parent is notified of the placement decision.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the student's program has been determined based on the steps outlined above, our school sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. We maintain a copy on file in the students cumulative record as well as in our ELL Binder stored in the ELL Coordinators office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL-related documents are kept in the student's cumulative record. We ensure that ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.  
Additionally, our school maintains an ELL Binder of Critical Documents which contains these documents in a central location for ease of review. Our school refers to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA).
11. 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.

### Identify Eligible Students

- Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
- Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
- Upon receipt of your NYSESLAT materials we count the number of booklets and answer documents; for information on when materials should arrive. If we do not have sufficient numbers of materials, we contact our Borough Assessment Implementation Director (BAID);

### Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

- staff administering the NYSESLAT are trained in administering the NYSESLAT.
- To administer the speaking subtest during the administration window, we assign a sufficient number of staff and adjust our schools schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window.
- To administer the reading, listening, and writing subtests during the administration window, we note that there are only 10 school days during which we may administer the non-speaking subtests and we plan accordingly. We assign a sufficient number of staff and adjust our schools schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.
- We track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

### Step 3: We ensure that All Students Eligible to Take the NYSESLAT Have Been Tested

- We follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. We send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services based on the NYSESLAT. Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. We review student records of our incoming 6<sup>th</sup> graders in order to provide program continuity.
  13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trends observed after reviewing the Parent Survey and Program selection form are that families continue to choose ENL over dual language and Transitional Bilingual Programs. However, there is a small (about one fifth) percentage of parents who prefer the TBE program especially in Chinese, hence we presently offer one Chinese TBE class in each grade.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
According to the guidelines provided by CR Part 154, our Freestanding ENL classes are grade specific homogeneous blocks, that travel together as a group.
  - b. TBE program. *If applicable.*  
According to the guidelines provided by CR Part 154, our TBE classes are grade specific heterogeneous blocks, that travel together as a group.
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
As mandated by the CR 154.2, our Entering and Emerging ELL students receive 180 ENL instructional minutes and 180 integrated ELA/ENL instructional minutes per week, our Transitioning and Expanding ELL students receive 180 integrated ELA/ENL instructional minutes per week and our Commanding students receive 90 integrated ELA/ENL instructional minutes per week. We deliver the mandated minutes via a Push In model. In addition to the mandated ELA/ENL minutes, the students enrolled in our Chinese TBE program also receive 180 instructional HLA minutes per week.
3. Describe how core content is delivered in each program model. 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.  
Core Content is delivered in all program models from highly qualified, content-area specialists. The curriculum is aligned to grade levels and the Common Core Learning Standards (CCLS). The ESL Department uses a scaffolded adaptation of Scholastics Code-X Reading and Writing Program. Code X is rigorous, based in CCLS, and was approved and recommended by NYCDOE for use in middle schools. This curriculum is used in our Bilingual classes, our ENL emerging, transitioning and some expanding classes. In our Welcome and Entering classes we use National Geographic's Common Core Inside Language, Literacy and Content series Fundamentals volume 1 and 2. All ENL staff who are working with our students and using these programs adapt and modify all units of study to meet the needs of the varying levels of English language proficiency. We maintain the integrity of the programs while adhering to CCLS and fostering language development. Teachers collaboratively plan in after school curriculum planning teams. We host our curriculum maps and associated documents through Google Drive, in Dropbox folders and within Rubicon Atlas. These documents are shared across grades and departments. Proficient and Commanding ELLs, taught through the push-in model in Honors classes, some advanced ELLs and ICT classes are taught using our highly rigorous, CCLS 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 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 home 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 each of the following ELL subgroups?
  - a. SIFE

- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

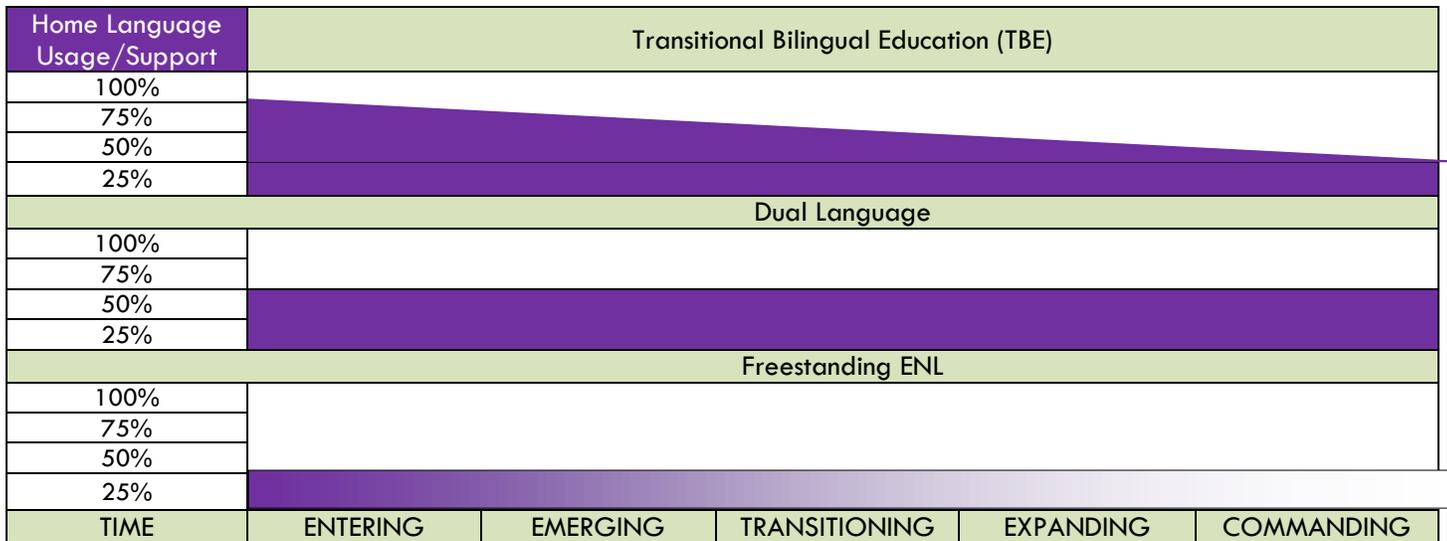


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention for ELL students in the content areas includes instruction using ExC-ELL methodologies which practices a seven step immersion of vocabulary. Students are immersed in academic vocabulary building. Students also receive reading and writing in their content areas. Intervention programs such as Fast Forward, targeted AIS in Math and ELA, Wilson and Q-Tel are also contributing factors in our efforts to promote language acquisition among our ELL's. The use of technology in the content areas also aids in the four modalities of reading, writing, speaking, and listening. Additionally, we provide our science and social studies teachers of ELLs with additional support using non fiction Benchmark leveled texts: Discover, Explorer and Navigator series. Our students are engaged in grade appropriate Common Core Learning Standards based reading and writing assignments with a major emphasis on analyzing questions and supporting answers with text based evidence.
11. 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
12. What new programs or improvements will be considered for the upcoming school year?  
We have implemented an after-school and Saturday Academy where LTEL and SIFE students' literacy skills in both their native language and English will be strengthened by training them to become historians of their ancestor's immigrant experience in our neighborhood of Sunset Park. As data from the Research Institute of the Study of Language in Urban Society at CUNY shows, sife AND LTELLs benefit most from literacy development when it targets both their first and second language. In keeping with this finding, students will work on translating native language oral histories into English; using and deepening their skills in both languages.  
Students in this program will translate native language audio recordings from the archive of the Brooklyn Historical Society. These audio recordings date from the early Twentieth century. They record the life histories of members of the first wave of immigrants to Sunset Park, Brooklyn. Students will deepen both their native language and English literacy skills as they translate from their first language into their second. Crucial socio-emotional needs of participating students will be addressed through the project's link to our students' heritage, neighborhood, country of origin and country of residence. Through this project, students will honor the history of their own immigration, as well as the history of their community and neighborhood. Additionally, we have initiated a partnership with a Museum Educator from the New York Historical Society working with classes in our 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.
13. 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
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ELLs have access to laptops and Ipads in their ENL 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 boost 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 ENL 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

**TBE Model:** Native language support is delivered during the mandated Home Language Arts instruction. The instruction is delivered in Chinese. Students follow the literacy curriculum as mandated by the New York State Education department. The Home 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 HLA and the mandated number of minutes of ENL instruction guided by their score on the NYSITELL or NYSESLAT.

**ENL Model:** All teachers of students in the Freestanding ENL 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.

17. Explain how the school ensures all required services/resources support and 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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, ENL/Math targeted instruction am and pm program, and Sife program.

19. What language electives are offered to ELLs?

**Spanish**

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional Development and Support for School Staff
  1. ELL personnel receive professional development from the Hunter College, Q TEL, Network, ExCell (Margarita Calderon), Scholastic Code X, and Classlink. Additional support is provided from our ESL Coordinator and Literacy Coachs. ELL teachers also receive professional content area support from the ExC-ELL Institute. Additional professional development topics offered throughout the year include: 1. Understanding the Common Core Learning Standards 2. Understanding the screening, placement and assessment policy for ELLs 3. What is the LAP? 4. ATS Reports and how to use the data to align instruction 6.
  2. School staff participates in a comprehensive series of professional development sessions hosted by a variety of sources including but not limited to; the ELL Coordinator and ENL specialists providing extensive support on ENL strategies and methodologies specific to assisting second language acquisition in middle school, Hunter College Professor Dr. Laura Bacher, CFN 533, 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
See above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
All staff members at IS 220 have received extensive training above and beyond the minimum 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. In addition our teachers regularly attend Professional Development opportunities offered by the Office of Ells, CEI, the Superintendants support specialist.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

We also individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. We determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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 New 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, Skedula, rules and regulations, school wide expectations and other important programs at the school. For parents who are not able to attend meeting or functions during the day we host additional sessions at night and on weekends.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Partnerships include: a community liaison for translation, Lutheran Medical Center, Maimonides Hospital, Center for Family Living, Chinese Planning Council, Beacon, Smart Arts Academy.

5. How do you evaluate the needs of the parents?

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 Pupil Path, and an online grading and accountability tool (Skedula). Parents receive essential information in their native language by means of our telephone communication system "School Messenger".

6. How do your parental involvement activities address the needs of the parents?

We conduct ongoing parent surveys, poll parental satisfaction during SLT meetings and post frequent news blasts on school messenger to assist us in understanding and addressing parental needs.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: IS 220

School DBN: 20K220

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Loretta Witek	Principal		1/1/01
Raquel Diaz	Assistant Principal		1/1/01
Janelle Mitchell	Parent Coordinator		1/1/01
Kim Ihata	ENL/Bilingual Teacher		1/1/01
Lourdes Martinez	Parent		1/1/01
Steven Tynan/ELA/ENL	Teacher/Subject Area		1/1/01
Steven Stein/Math	Teacher/Subject Area		1/1/01
Sylvia Brennan	Coach		1/1/01
Zenia Duran	Coach		1/1/01
Heather Blasi	School Counselor		1/1/01
Karina Costantino	Superintendent		1/1/01
Cheryl Watson-Harris	Borough Field Support Center Staff Member _____		1/1/01
Evelyn Riley	Other <u>Psychologist</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **20K220** School Name: **John J. Pershing**  
Superintendent: **K. Costantino**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences are obtained during the initial registration process in the oral interview with the parent and student and on the Home Language Survey. In addition, we review ATS and student emergency cards to ensure language data is up to date and accurate.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred languages in our school are Chinese, Spanish, Arabic, Urdu, Bengali, Polish, and Uzbek

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that are translated and distributed to parents include newsletters, calendars, parent teacher conference announcements, after school program information, New York State testing dates, flyers, overview of the student curriculum and invitation letters. Dissemination of these documents occurs as soon as possible to ensure parents have access to programs and services critical to their child's education.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences, Tuesdays during extended time, and at scheduled times during the day, as needed.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school meets the translation needs of our parents by utilizing our in-house bilingual staff, whenever possible. Languages include, Chinese, Spanish, Arabic, Polish and Russian. Documents are translated as soon as necessary so that parents can receive the information in a timely manner. In addition, we use our school messaging system to further ensure that we reach all parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided by our in-house bilingual staff. These languages include Chinese, Spanish, Arabic, Polish and Russian. For other languages, the Translation and Interpretation Unit is utilized.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that all staff members are aware of how to use our translation services and interpretation services in several ways by communicating the information to them via email, during our staff meetings and by posting the T & I telephone number on our News of the Day. In addition, our Language Access Coordinator invites staff to reach out to her should they need assistance. The Language ID Guide, T&I Brochure and Language Palm Card are available to staff in the main office.

### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

#### Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Annual parent surveys help us to gather feedback from our parents to ensure that we are providing the services they need. Also, parental concerns are communicated via the Parent Coordinator to the administration and are immediately addressed on the school website or on an individual basis as needed.