



JHS 162 THE WILLOUGHBY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 32K162
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 162 **SCHOOL NAME:** JHS 162 The Willoughby

SCHOOL ADDRESS: 1390 Willoughby Avenue Brooklyn, NY 11237

SCHOOL TELEPHONE: (718)821-4860 **FAX:** (718)821-1728

SCHOOL CONTACT PERSON: Christine Burwell **EMAIL ADDRESS:** cburwel@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Donno

PRINCIPAL: Barbara DeMartino

UFT CHAPTER LEADER: Thomas Sherman

PARENTS' ASSOCIATION PRESIDENT: Belgica Martinez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** 2 Cluster 208

NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Lillian Druck

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Barbara DeMartino	*Principal or Designee	
Thomas Sherman	*UFT Chapter Chairperson or Designee	
Belgica Martinez	*PA/PTA President or Designated Co-President	
Belgica Martinez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Anna Bambina	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Patrick Browne	Member/Supervisor	
Jacqueline Donno	Member/UFT	
Elise Margolin	Member/UFT	
Rosa Reynoso	Member/Parent	
Nancy Torres	Member/Parent	
Jacqueline Jagernauth	Member/Parent	
Maria Gil	Member/Parent	
Iris Grajales	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission

We, the entire educational community of I.S. 162, strive to empower all of our students to be literate, productive citizens and lifelong learners through small learning communities. We are a diverse school community committed to providing an educational environment that fosters and promotes a quality education that will serve the academic, social, and emotional needs of all of our students.

Vision

The vision for all three academies is to discover a world of different dimensions where students will feel free to learn and use their talents and strengths to make an impact on their future. We will prepare each student to successfully meet the needs of the ever-changing 21st century, and to take a leadership role in the school and global communities.

Intermediate School 162 is located in the primarily low-income section of Bushwick, Brooklyn. This sixth through eighth grade school serves approximately 630 students from culturally diverse backgrounds. The school was built in the very early 1900's, originally for an elementary school population. The physical plant is currently undergoing some renovations, but is in need of more. An elevator has installed which now permit ours to be a barrier free school and enables our school to accommodate more special needs students. We are also undergoing an electrical and plumbing upgrade which will better serve our needs. We still lack enough classroom and storage space as well as Science labs.

Our school has three academies. Each academy is supported by an Assistant Principal, a Guidance Counselor and a Dean of Discipline. The academies create small learning communities which promote a sense of spirit and camaraderie. Our school has several partnerships that support our population. One such partnership is with the Ridgewood-Bushwick Senior Citizens Council. This partnership is responsible for implementing the Attendance Improvement and Dropout Prevention program. (A.I.D.P.) This program provides two full time counselors and a family worker to improve attendance in our school. The Ridgewood-Bushwick Senior Citizens Council also provides an after school academic improvement program to help support our students in their learning. We also partner with the Park Slope Mental Health Clinic, which gives our students and their families access to counseling and other support services.

I.S. 162 uses the Teacher's College Reading and Writing Project in ELA. Balanced Literacy and Teacher's College strategies are also implemented in the Science and Social Studies classrooms. We offer High School Regents Algebra to our eighth grade students. I.S. 162 also participates in Urban Advantage, a Science education initiative, which affords our students with access to eight science rich cultural institutions across the city.

I.S. 162 is fortunate to be a technology rich school. Our school has a laptop carts and interactive whiteboards with projectors in every classroom. All teachers are provided with laptop computers for instruction and most have attended more than 20 hours of professional development which enables them to integrate technology across the curriculum. Students at I.S. 162 are fortunate to have access to a 21st Century education.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	J.H.S. 162 The Willoughby				
District:	32	DBN #:	32K162	School BEDS Code:	333200010162

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.7	91.4	TBD		
Kindergarten									
Grade 1									
Student Stability: % of Enrollment									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.9	94.3	TBD		
Grade 4									
Grade 5									
Poverty Rate: % of Enrollment									
Grade 6	232	235	178	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	244	226	228		97.6	97.1	95.5		
Grade 8	252	231	219						
Grade 9									
Students in Temporary Housing: Total Number									
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					4	26	TBD		
Grade 12									
Ungraded	3	4	3						
Recent Immigrants: Total Number									
				(As of October 31)	2007-08	2008-09	2009-10		
Total	731	696	628		32	28	15		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes	48	48	44	(As of June 30)	2007-08	2008-09	2009-10		
No. in Collaborative Team Teaching (CTT) Classes	23	21	27	Principal Suspensions	236	303	TBD		

DEMOGRAPHICS							
Number all others	21	22	24	Superintendent Suspensions	36	53	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	63	59	46	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	81	66	82	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	15	14	37	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	64	63	TBD
				Number of Administrators and Other Professionals	13	13	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	3	3	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	10	12	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.6	0.3	Percent more than two years teaching in this school	70.3	68.3	TBD
Black or African American	7.7	5.9	5.3	Percent more than five years teaching anywhere	40.6	47.6	TBD
Hispanic or Latino	85.5	88.1	89.2	Percent Masters Degree or higher	69.0	96.2	TBD
Asian or Native Hawaiian/Other Pacific Isl.	4.9	3.9	4.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.6	96.2	TBD
White	1.6	1.4	1.0				
Male	50.8	50.9	52.2				
Female	49.2	49.1	47.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓			--	
Ethnicity							
American Indian or Alaska Native	--	--	--				
Black or African American	✓	✓	--			--	
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander			--				
White			--				
Multiracial							
Other Groups							
Students with Disabilities	✓ sh	✓ sh	--				
Limited English Proficient	✓ sh	✓					
Economically Disadvantaged	✓	✓				--	
Student groups making AYP in each subject	6	6	1			0	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	76.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

A comprehensive review of I.S. 162's educational program was conducted by a team of stakeholders including Administrators, teachers, coaches, the data specialist and the School Leadership Team (SLT) and the Inquiry Team. This review yielded the information which was used to formulate our school goals and action plans.

According to the School Accountability Report for 2008 – 2009, I.S. 162 made Adequate Yearly Progress (AYP) in ELA, Math and Science and in all subgroups. English Language Learners (ELLs) and Students with Disabilities (SWD) made AYP using the Safe Harbor target. These two groups still lag behind our other accountability groups. I.S. 162 is a school in Good Standing according to the NCLB/Differentiated Accountability Status (2009-2010) based on 2008-09 performance. This is the first time since the advent of NCLB that this school has reached this level of Accountability status.

A review of student performance on the 2009 NYSTP for ELA indicates that 64% of sixth grade students, 55% of seventh grade students and 39% of eighth grade students were meeting or exceeding Learning Standards for their grade (Levels 3 and 4). 35% of sixth grade students, 43% of seventh grade students and 53% of eighth grade students scored at partial mastery level (Level 2). 0% of sixth grade students, 1% of seventh grade students and 8% of eighth grade students' scores indicated that they were not meeting standards (Level 1). These scores represent a marked improvement over the previous year.

Data from the NYSTP in Math indicated that 61% of students in grade six, 63% of students in grade seven and 63% of students in grade eight performed at or above the Learning Standard (Levels 3 and 4). 26% of sixth grade students, 28% of seventh grade students and 27% of eighth grade students were partially meeting the Learning Standard (Level 2) and 7% of sixth grade students, 4% of seventh grade students and 5% of eighth grade students were not meeting the Learning Standard (Level 1).

Analysis of this data, coupled with the findings of the Inquiry Team and observation by Administration indicates that the school is making real progress toward improvement in the areas targeted in our last CEP.

Intermediate School 162 showed improvement in every area of the 2009 Learning Environment Survey when compared to the 2008 Learning Environment Survey. This survey highlighted several areas of improvement. 57% of parents completed the survey which is an increase of 40% from the prior year. This shows improvement, however parent attendance at PTA meetings and school activities remains very low. The school needs find ways of bringing parents into the educational community and involving them in improving the learning environment of their children. Data drawn from the parent responses to the Learning Environment Survey show that while 90 percent of parents who responded indicated that the school makes them feel welcome at school functions, about 40 percent said they had rarely or never been invited to school activities. This information highlights a need to provide more opportunities for parents to participate in school activities.

In the winter of 2010, I.S. 162 instituted Teacher Teams. These teams were composed of three to five teachers who shared groups of students, either by grade or by subject. The teams met twice monthly for 40 minutes and worked on creating common assessments and targeting specific academic skills. When reflecting on the work of the Teacher Teams, all participants agreed that this work was valuable and should be expanded for SY 10-11.

Examination of teacher data notebooks reveals that teachers are using data to plan instruction and to differentiate instruction. In an effort to get to a more granular level of data analysis and to further improve instruction, our teachers need to consider more data than they presently do. Some additional sources of data we would like to see teachers incorporate are the application of rubrics for student

work; the use of portfolios for assessment; the use of raw and scale scores as an assessment to classify student levels; and the use of departmental exams across the grades.

New York State Common Core Standards are being introduced for SY 10-11. All teachers must have Professional Development in order to implement these new standards, which must be incorporated into their instruction.

Accomplishments

Intermediate School has several accomplishments in recent years that have contributed to raising its Progress Report Score from a C to an A.

In the last three years, this school has lowered class size to an average of 24 students per class. According to our 2005-2006 CEP, only 17% of our students performed at levels 3 and 4 in ELA. Data from Spring 2009 shows that we now have over 52% of students performing at or above proficiency level.

In the same time period our Math scores have shown similar improvement. Math scores from the 2005 – 2006 CEP indicated that at that time we had 38% of students meeting or exceeding standards, 44% at Level 2 and 17% at Level 1. Presently we have 65% of students performing at Levels 3 and 4. I.S. 162 offers the H.S. Math Algebra Regents to our advanced students. 2009 was the first class to take this Regents exam and our school had a 99% passing rate.

Aids to the continuous improvement of the school

I.S. 162 has improved the percentage of 'Highly Qualified' teachers to 100%. We have also adjusted our programming to have subject specific instruction. Our Special Education Department is completely departmentalized.

In the last two years, we have purchased new instructional materials and specifically implemented a new Math Series by MacDougall-Little, which has provided professional development for our staff as well as technology related teaching resources.

Another aid to continuous improvement is the improved access to data on student performance provided by the Acuity system and the ARIS system.

The formation of an Inquiry Team has also contributed to improvement by focusing on instruction and strategies to move our students in a positive direction.

The use of the Ed Performance Series to continually monitor student success and set goals also aided in the improvement of our school.

Our students have benefited from partnerships with the Urban Environment Science Program and the American History Project. These initiatives have provided resources and field trips that have enriched the students' learning experience.

Barriers to the continuous improvement of the school

I.S. 162 is located in the primarily low income section of Bushwick, Brooklyn, 100% of our students are economically disadvantaged. We have a very high percentage of immigrant students, students with interrupted formal education (SIFE), Ells and students in temporary housing. Historically, these students are the students most below grade level.

Another barrier to the continuous improvement of the school is the physical plant. I.S. 162 is a one hundred year old school building that was built for an elementary school population. There are no science labs, the building lacks a full sized gymnasium, classrooms are small and crowded, and access to sufficient electricity is limited. These issues limit our ability to improve our school because

they impact programming and impair our ability to use the abundant technological teaching tools we have to their capacity.

Finally, we have suffered severe budget cuts for the second year and face additional cuts next year. Making do with less is a huge barrier to improvement especially since our school was beginning to make improvement and now is hindered by having to cut programs, classes or staff. We no longer qualify for after school Supplemental Education Services and we lack the funding to provide these services to our students. These budget cuts are forcing our school to raise class size to the maximum for SY 10-11.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Increase student performance by using summative and formative data to differentiate instruction

By June 2011, 100% of lesson plans will reflect differentiation of instruction indicating the data that informed decisions

2. To improve the performance of all students in grades 6 - 8 in the area of English Language Arts

By June 2011, an increase of 6% in the number of all students in grades 6 - 8 reaching proficiency in ELA., which will mean an increase from 18.1 % to 24.1%

3. To improve the performance of SWD in grades 6 - 8 in the area of English Language Arts

By June 2011, an increase of 6% by SWD grades 6 - 8 reaching proficiency in ELA., which will mean an increase from 5.3% to 11.3%

4. To improve the performance of SWD in grades 6 - 8 in the area of Mathematics

By June 2011, an increase of 10 % by SWD grades 6 - 8 reaching proficiency in Math , which will mean an increase from 2.5% to 12.5%

5. To improve the performance of all students in grades 6 - 8 in the area of Mathematics

By June 2011, there will be an increase of 7% in the number of all students grades 6 - 8 reaching proficiency in Math , which will mean an increase from 30.4% to 37.4%

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Differentiation of Instruction Goal

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of lesson plans will reflect differentiation of instruction indicating the data that informed decisions</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities Target Population(s):</u></p> <ul style="list-style-type: none"> • Professional development on differentiated instruction and data will be conducted at department meetings and network specialists • Differentiated support for teachers based on their specific developmental and content knowledge needs • Individual and targeted Professional Development by Data Specialist and Coach • Use of ARIS and ACUITY • Pre and Post observation conferences will address the use of data to inform lesson planning to meet the needs of students • Customization of Periodic Assessments to align with curriculum • Professional Learning Communities will use data to inform lesson plans and differentiate instruction • Excel Training for teachers <p><u>Responsible Staff Members:</u> Principal, Assistant Principals, teachers <u>Implementation Timeline:</u> SY 2010 - 2011</p>

	<p><u>Monitor and Revise:</u> on Professional Development days, department/grade meetings and individual meetings with supervisors November 2010 January 2011 March 2011 May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources(PS and/or OTPS):</u></p> <ul style="list-style-type: none"> • Allocation of Title 1 – 5% set aside funds for staff development, per session or per diem coverage • Data Specialist monies to fund data specialist • Allocation of C4E and Title 1 – Literacy Coach • Professional Resource Library – Room 110 • Read 180, Achieve 3000, Learning Village Pilot Program • SIFE Grant – EXCEL training
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010</u> <u>Instrument of Measure and Projected Gains(at each interval):</u></p> <ul style="list-style-type: none"> • Meetings with assistant principals • Formal and informal observations • Walkthroughs • Lesson Plans will reflect differentiation of instruction and flexible grouping based on data driven decisions • Teacher data notebooks • Instructional rounds and inter visitations • Teacher created assessments • Sign in sheets and agendas from PD workshops • Sign in sheets and agendas from Professional Learning Communities <hr style="border-top: 1px dashed black;"/> <p><u>Intervals of Periodic Review:</u> November 2010 January 2011 March 2011 May 2011</p>

	<p>rubrics in ELA and analyze results</p> <ul style="list-style-type: none"> • Monitor the progress of Level 3 & 4 students to provide remediation or a challenging curriculum • Differentiate instruction to meet needs of students as evidenced by lesson plans and data • Students will set goals with next steps and revise them throughout the year in collaboration with teachers • Students will have portfolios of work to measure growth • Teachers will have data notebooks <p><u>Target Population(s):</u> Teachers <u>Responsible Staff Members:</u> Principal, Assistant Principals for ESL and ELA <u>Implementation Timeline:</u> SY 2010 - 2011</p> <p><u>Monitor and Revise:</u> November 2010 January 2011 March 2011 May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources(PS and/or OTPS):</u></p> <ul style="list-style-type: none"> • TL monies - AIS targeted instruction • C4E - Literacy Coach, F-Status Teacher • Title III - Early Bird Intervention Program, Saturday Program • SIFE Grant - After School Program • Title 1 Highly Qualified Monies - PD, Per Session, Per Diem • Professional Resource Library
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010</u> <u>Instrument of Measure and Projected Gains(at each interval):</u></p> <ul style="list-style-type: none"> • There will be a 6% increase in the number of students scoring proficient on the NYS ELA Exam 2011. <p>----- <u>Intervals of Periodic Review:</u></p>

	November 2010 January 2011 March 2011 May 2011
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Students with Disabilities ELA Goal

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, an increase of 6% by SWD grades 6 - 8 reaching proficiency in ELA., which will mean an increase from 5.3% to 11.3%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities Target Population(s):</u></p> <ul style="list-style-type: none"> • Provide Professional Development to teachers on Achieve 3000, Read 180, and Common Core Standards • Full time literacy coach • Writing units of study will include the new CCSS to drive instruction and learning • Administer Scantron assessment to establish a student baseline • Provide all students intensive test preparation instruction which includes skills, test modeling and becoming familiar with test format • Comprehensive test preparation unit across all grades using Columbia Teachers College strategies • Provide students with clear expectations by exposing them to various leveled models of work with rubrics • Create benchmarks to review units of study and adapt and revise per data • Communication with parents via Student Goal Sheets, In Danger of Failing Notices, progress reports and Teacher Ease • Provide additional pull out instruction to Level 2 students - F Status Teacher • Provide three additional periods of ELA instruction to all students • Professional Learning Communities will meet to design common assessments and rubrics in ELA and analyze results • Monitor the progress of Level 3 & 4 students to provide remediation or a challenging

	<p>curriculum</p> <ul style="list-style-type: none"> • Differentiate instruction to meet needs of students as evidenced by lesson plans and data • Students will set goals with next steps and revise them throughout the year in collaboration with teachers • Students will have portfolios of work to measure growth • Teachers will have data notebooks • Departmentalize Special Education with content specialists • Special Education teachers will attend Department conferences and PD • Special Education teachers will receive training in special education methodologies • Special Education students are programmed for research/media skills in the library • IEP teacher will push in for small group instruction • IEP teacher will monitor student progress <p>Target Population(s): Special Education teachers Responsible Staff Members: Principal, AP for Special Education, IEP teacher Implementation Timeline: SY 2010 - 2011</p> <p>Monitor and Revise: Monthly LRE committee meetings and report card dates in November 2010, February 2011, April 2011, and June 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources(PS and/or OTPS):</u></p> <ul style="list-style-type: none"> • TL monies - AIS targeted instruction • C4E - Literacy Coach, F-Status Teacher • Title III - Early Bird Intervention Program, Saturday Program • SIFE Grant - After School Program • Title 1 Highly Qualified Monies - PD, Per Session, Per Diem • Professional Resource Library
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010</u> Annual Review, IEP. <u>Instrument of Measure and Projected Gains(at each interval):</u> There will be a 6% increase in the number of students scoring proficient on the NYS ELA Exam 2011.</p> <p>-----</p>

	<p><u>Intervals of Periodic Review:</u> November 2010 January 2011 March 2011 May 2011</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Students with Disabilities
Mathematics Goal

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, an increase of 10 % by SWD grades 6 - 8 reaching proficiency in Math , which will mean an increase from 2.5% to 12.5%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities Target Population(s):</u></p> <ul style="list-style-type: none"> • Provide all students intensive test preparation instruction which includes skills, test modeling and becoming familiar with test format • Administer pre-unit assessments to establish a student baseline • Comprehensive test preparation unit across all grades • Provide additional pull out instruction to Level 2 students - F Status Teacher • Provide three additional periods of Math instruction to all students • Professional Learning Communities will meet to design common assessments and rubrics in Math and analyze results • Monitor the progress of Level 3 & 4 students to provide remediation or a challenging curriculum • Students will set goals with next steps and revise them throughout the year in collaboration with teachers • Students will have portfolios of work to measure growth • Teachers will have data notebooks • Create benchmarks to review units of study and adapt and revise per data • Communication with parents via Student Goal Sheets, In Danger of Failing Notices, progress reports and Teacher Ease • Differentiate instruction to meet needs of students as evidenced by lesson plans and data

	<ul style="list-style-type: none"> • Provide students with clear expectations by exposing them to various leveled models of work with rubrics • Use of manipulatives • IEP teacher will push in for small group instruction • IEP teacher will monitor student progress • Learning Village pilot program and Destination Math <p><u>Target Population(s):</u> Parents <u>Responsible Staff Members:</u> Principal, Assistant Principals, Parent Coordinator, Guidance Counselors, Deans <u>Implementation Timeline:</u> SY 2010 - 2011</p> <p><u>Monitor and Revise:</u> November 2010 January 2011 March 2011 May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources(PS and/or OTPS):</u></p> <ul style="list-style-type: none"> • TL monies - AIS targeted instruction • C4E - Literacy Coach, F-Status Teacher • Title III - Early Bird Intervention Program, Saturday Program • IEP funds – IEP teacher • SIFE Grant - After School Program • Title 1 Highly Qualified Monies - PD, Per Session, Per Diem • Professional Resource Library
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010</u> <u>Instrument of Measure and Projected Gains(at each interval):</u></p> <p>An increase of 10% in the number of SWD scoring proficient on the NYS Mathematics Exam 2011.</p> <p><u>Intervals of Periodic Review:</u> November 2010 January 2011</p>

	March 2011 May 2011
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics Goal

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase of 7% in the number of all students grades 6 - 8 reaching proficiency in Math , which will mean an increase from 30.4% to 37.4%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities Target Population(s):</u></p> <ul style="list-style-type: none"> • Provide all students intensive test preparation instruction which includes skills, test modeling and becoming familiar with test format • Administer pre-unit assessments to establish a student baseline • Comprehensive test preparation unit across all grades • Provide additional pull out instruction to Level 2 students - F Status Teacher • Provide three additional periods of Math instruction to all students • Professional Learning Communities will meet to design common assessments and rubrics in Math and analyze results • Monitor the progress of Level 3 & 4 students to provide remediation or a challenging curriculum • Students will set goals with next steps and revise them throughout the year in collaboration with teachers • Students will have portfolios of work to measure growth • Teachers will have data notebooks • Create benchmarks to review units of study and adapt and revise per data • Communication with parents via Student Goal Sheets, In Danger of Failing Notices, progress reports and Teacher Ease • Differentiate instruction to meet needs of students as evidenced by lesson plans and data

	<ul style="list-style-type: none"> • Provide students with clear expectations by exposing them to various leveled models of work with rubrics • Use of manipulatives <p>Target Population(s): Teachers Responsible Staff Members: Principal, Assistant Principals and Coaches Implementation Timeline: SY 2010 - 2011</p> <p>Monitor and Revise: November 2010 January 2011 March 2011 May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources(PS and/or OTPS):</p> <ul style="list-style-type: none"> • TL monies - AIS targeted instruction • C4E - Literacy Coach, F-Status Teacher • Title III - Early Bird Intervention Program, Saturday Program • SIFE Grant - After School Program • Title 1 Highly Qualified Monies - PD, Per Session, Per Diem • Professional Resource Library
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial indicator - September 2010 Professional Development Sept. 2010 Instrument of Measure and Projected Gains(at each interval):</p> <p>There will be increase or 7% in the number of students scoring proficient on the NYS Mathematics Exam 2011.</p> <hr/> <p>Intervals of Periodic Review: November 2010 January 2011 March 2011 May 2011</p>

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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5					7			
6	145	145	88		10	1		
7	137	137		81	19			
8	24	24		30				
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>QTEL QTEL utilizes research based tools and processes to train teachers in the latest theoretical and practical strategies for effective teaching in academic language, conceptual understandings, and skills that are critical to ensuring that ELL students are fully prepared to benefit from a successful education. Teachers develop strategies that result in an increase of academic language development for LEP and bilingual students.</p> <p>Read 180 Targeted students will participate in small group instruction five times per week for additional support in ELA and mathematics.</p> <p>Achieve 3000 A web based differentiated literacy program that allows students to reach and exceed the appropriate level through 1:1 teaching and learning. Whole class activity, three times a week to improve vocabulary, comprehension, reading fluency and writing skills.</p> <p>Flocabulary This program is a vocabulary enrichment program that uses modern music to teach academic vocabulary. Whole class activity and small group instruction twice weekly.</p> <p>Library: Teacher of Library works with small groups of students 1x</p>
Mathematics:	<p>Longman Mathematics Textbook program for ELL newcomers. Basic math skills and literacy taught to prepare ELL's to succeed in regular classrooms. Small group instruction not to exceed 12 students.</p> <p>Multiple Website Program All students have laptops and the websites are technology based with comprehensive approaches to teaching intermediate mathematics. These include basic math, arithmetic, pre-algebra, early geometry, statistics and reasoning. Students work through tutorials designed around standards</p>

	based learning objectives. Websites include: Fun Brain Math Arcade, Change Maker, Fresh Baked Fractions, A Plus Math, Cool Math 4 Kids, Cool Math Games, Test Quest and Big Splat Fractions.
Science:	Push in teacher works with small groups of select students.
Social Studies:	Push in teacher works with small groups of select students. Librarian offers small group instruction on projects.
At-risk Services Provided by the Guidance Counselor:	At risk students receive very small group instruction and counseling from a school based guidance counselor who is familiar with academic and social needs and subject area work one period a week during the school day.
At-risk Services Provided by the School Psychologist:	At risk students receive counseling by a school psychologist who has determined the needs of the students. Counseling sessions vary.
At-risk Services Provided by the Social Worker:	Social worker is here only on an 'as-needed' basis
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1) (a)

Grade Level(s) 6-8 **Number of Students to be served:** 45 **LEP** _____ **Non-LEP**

Number of Teachers _____ 4 **Other Staff (Specify)** Assistant Principal - Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program –

Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

I.S. 162 targets the specific needs of all ELLs: SIFE, Newcomers, Long-term ELLs, and Special Education ELLs by focusing on their individual academic need and proficiency level. Our goal is to support all ELLs to reach proficiency scores on the NYSESLAT and Math State assessment through the use of strategic intervention in all four areas of language – listening, speaking, reading, and writing, and in math. According to the results of the 2010 NYSESLAT and Math State assessment, the majority of our ELLs need extra support in the reading and writing modalities. Data obtained from the NYSESLAT will be used to identify the linguistic weakness of each ELL. Teachers of ELLs will be able to recommend ELLs to our Title III After-school Program. General education teachers and ESL teachers will work together to identify 45 ELLs who will benefit from the following interventions:

- Newcomers/SIFE will use English In a Flash, a computerized ESL program that is non-threatening and fun. This program provides practice and repetition to learn English “from the bottom up”. Comprehensible input provides activities in listening, speaking, reading, and writing. Longman’s Keys to Learning, an interdisciplinary standards-based literacy program for Beginners is used to provide

extensions. Longman's Mathematics for ELLs, which contains standards-based math materials that cover 6th – 8th grade math skills, is used to practice computation skills as well as word problem skills. The activities include computation practice, oral and written explanations of a variety of math problems, and academic language development. 12-15 ELLs, grades 6-8 will meet three (3) times per week – Mondays 2:30 P.M. to 4:00 P.M., Tuesdays and Wednesdays 3:30 P.M. to 5:00 P.M., November 8, 2010 to March 23, 2011. A certified ESL teacher with experience in teaching Math will service the program. The language of instruction will be English with ESL strategies, bilingual dictionaries and picture dictionaries. ELLs will maintain an ESL and a Math notebook with a section reserved for academic language development.

A licensed supervisor will implement, coordinate, and monitor the Newcomer/SIFE Program. The supervisor will observe instruction and provide support to staff and students, monitor attendance, and provide instructional and assessment materials. The supervisor will also ensure the safety of the students and staff.

- Approximately 30 ELLs, grades 6-8 will participate in a Saturday Academy Program that targets English literacy and math computation as well as reading and writing skills needed to solve math problems. The Longman Shining Star Series, Level A will be used. This series provides a CD-ROM of the interdisciplinary texts for listening exercises. Graphic organizer templates and worksheets will be used to differentiate instruction. The activities will include listening with a purpose and note-taking, reading and responding to the texts, vocabulary exercises, i.e. “Juicy sentences”. Bilingual dictionaries and math glossaries will be used to support the learning. Longman's Mathematics for ELLs will also be used. This comprehensive edition contains math problems for 6th, 7th, and 8th grade ELLs. Differentiation of instruction is facilitated by this text. A variety of word problems for all levels can be found. ELLs will maintain an ESL and a Math notebook with a section reserved for academic language development. A licensed supervisor will implement, coordinate, and monitor the Saturday Academy after-school program. The supervisor will observe instruction and provide support to staff and students, monitor attendance, and provide appropriate instructional and assessment materials. The supervisor will also ensure the safety of the students and staff.

All ELLs will maintain a Work Folder to track progress. A pre and a post assessment will be administered. ESL and QTEL strategies will be used as well as graphic organizers and rubrics.

- The Title III Program provides an Adult ESL Class for parents of ELLs that wish to learn English. ESL classes are held on Saturday, 9:00 A.M. – 12:00 P.M. for 20 sessions, November 6, 2010-May 14, 2011. Adult ESL materials are used to build English and Math skills. A certified ESL teacher, who is bilingual and has experience teaching Math, provides instruction. The goal of this program is to provide the English necessary to meet the immediate needs of parents and to improve their ability to understand and speak English. This is a thematic curriculum that targets a variety of topics of daily life, i.e. daily routines, school and education, transportation, health, the workplace, telephone skills, shopping, government and law, and immigration. Grammar and Math skills are also included. The activities include vocabulary development, dialogues, reading, writing, and real-life Math application. Longman's Picture Stories, Addison-Wesley's Skill Sharpeners #1, Steck-Vaughn's Language Exercises, and The Oxford Picture Dictionary (Spanish/English) are used along with real-life materials, i.e. supermarket circulars, medical and work forms, and banking materials. Parents are invited through letters (Spanish/English/Arabic/Chinese) and phone calls in the home language. The Parent Coordinator works with the Title III supervisor to reach out to ELL parents to attend PTA Meetings and Parent-Teacher Conferences.

The following materials will be purchased using the Title III funds;

- English In a Flash Renaissance Place/ licenses for 15 ELLs
- Marble notebooks
- Pencils

Professional Development Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

All of I.S. 162 ESL teachers are fully certified and receive ongoing professional development that reflects the needs of our ELLs. Professional development includes:

- A four-day workshop on "Developing Academic Language for ELLs" will serve as the basis for implementing strategies that target the development of academic language in the Title III Program. The book, Developing Academic Language, by Jeff Swires will be provided as a support and guide for the professional development.
- A study group for the ESL teachers in the Title III Program will meet every week during the school day to share examples of best practices that build English skills for ELLs at every level. ESL teachers will learn strategies to support the strengths and weaknesses of ELLs.
- Professional development will be provided to ESL teachers in the Title III Program to analyze data using Acuity and ARIS in order to differentiate instruction and identify performance levels of ELLs.

PARENT AND COMMUNITY PARTICIPATON ACTIVITIES

The Parent Coordinator and the Assistant Principal who supervises the Title III Program for ELLs work together to collaborate on Parent Workshops that reflect the interests and needs of the ELL Parents. An interest survey was distributed to Parents in an effort to plan for workshops that are meaningful and engaging. Workshops are provided in English with Home Language translations as needed. Workshops are presented by the Assistant Principal who supervises the Title III Program, the ELA Coach, other administrators, and outside agencies.

The following is a list of the topics to be presented at the Parent Workshops:

- Overview of the School and School Policies
- Discipline Versus Punishment
- The Importance of Nutrition for Better Learning
- The Math State Assessment – How to Help Your Child Succeed on the test
- The NYSESLAT Exam – What Parents Can do To Help Ells Advance English Acquisition
- The ELA State Assessment – How to Help Your Child Prepare for the test
- ACS – Parent's Responsibilities and the Law

Form TIII – A (1) (b)

School: I.S. 162K BEDS Code: 333200010162

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$20,066.86	260 per session hours for teachers @ \$49.73/per hour 140 per session hours for supervisor @ \$51.34/per hour
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$94.94	Instructional materials and classroom supplies: notebooks, pencils, pens, rulers, copy paper, folders, chart paper, markers, etc...
Educational Software (Object Code 199)	\$718.20	English in a Flash Renaissance Place
Travel		
Other		
TOTAL	\$20,880.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION
2010-1011

All schools must complete this Appendix.

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. Home Language Survey Information sheets
 - b. ATS Home Languages Report
 - c. Parent Surveys and questionnaires solicited by PTA and Parent Coordinator
 - Interviews and conversations in person or over the phone

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. Spanish language represents more than 90% of all Home Languages at I.S. 162.
 - b. Low-incidence language translations are needed for only 5 families (1 Tibetan, 2 Chinese, 2 Arabic)
 - c. Spanish-speaking administrators, teachers, and Parent Coordinator effectively address this need.
 - d. Findings are announced at PTA meetings and also at the first meeting for parents of English Language Learners.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - e. All school letters are translated by the Parent Coordinator and the Assistant Principal for the Bilingual Department.

- f. Low-incidence language written translations are done through the Translation & Interpretation Unit. Standard letters used throughout the school year are submitted in early September and throughout the school year as new students with other language needs are registered.
 - g. Letters to parents of ELLs are available on the DOE website.
 - h. During regular school days, other languages interpretation services are provided by the Translation & Interpretation Unit as needed and upon parent request.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
- i. During parent-teacher conferences, teachers who do not speak Spanish are provided with an out-of-classroom teacher or paraprofessional who serves as an interpreter.
 - j. The Parent Coordinator and the Assistant Principal for the Bilingual department work with all teachers, deans, and guidance counselors to make phone calls home in Spanish. For low-incidence languages, the Translation & Interpretation Unit over the phone services are used.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- k. I.S. 162 will provide all parents with written notification of their rights regarding translation and interpretation services in the appropriate language, with instructions on how to obtain such services.
 - l. I.S. 162 will post in a conspicuous location at the primary school entrance in DOE covered languages indicating the room where a copy of such written notification can be obtained.
 - m. I.S. 162's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative services solely due to language barriers.
 - I.S. 162 will obtain from the Translation & Interpretation Unit a translation in languages other than English of the signage and forms required according to the Chancellor's Regulations A-663 and provide such forms in accordance with these regulations.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	684,943	98,563	783,506
2. Enter the anticipated 1% set-aside for Parent Involvement:	6849	985	7,474
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34,247	*	
4. Enter the anticipated 10% set-aside for Professional Development:	68,494	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

I.S. 162K- THE WILLOUGHBY Parent Involvement Policy

*I.S. 162’s mission states, “All Faculty, staff, students and parents are actively involved in the educational process.”
To ensure that parents are actively involved, I.S.162K has created this Parental Involvement Policy in cooperation with teachers, parents and the Parent Coordinator.*

I. General Expectations

Parental involvement in the school community is a critical piece that will contribute to student success. It is important

that parents reinforce the values, goals and expectations of the school and assist in perpetuating the school culture. Aligning the homes, school and community will provide a continuous stream of support for students as well as a clear message that all these components are equally important factors in achieving the success of students. The goal is to increase parental involvement by creating a welcoming environment, informational workshops, hosting parent-student events and making an extensive effort to maintain continuous, open communication that encourages parental input and leadership. By exploring new and creative ways to engage parents who may have difficult schedules or constraints we begin to reverse limited involvement in the 2007- 2008 academic year. The Parent Coordinator, the Parent Association Leadership, the Home/school notebook and parent workshops will become part of our efforts to increase parental involvement In the school.

Therefore, I.S. 162K agrees to put into effect the following requirements with its Parent Involvement Team:

- Plan, create and monitor programs, activities and procedures for jointly with PTA, SLT and staff.
- Creation of a School/Parent Compact that will strengthen the involvement of families.
- Ensure that the Parent Involvement Policy is included in the CEP.
- Ensure that **all parents** are informed of all Parent Involvement activities and are given copies of the School/Parent compact and the Parent Involvement Policy in their native language.
- Ensure that parents are involved in the determination of how Title I (Part A) funds will be spent
- Use the definition of Parent involvement as a guide to oversee all programs, activities and procedures.

I.S. 162K defines Parental Involvement as:

The participation of parents in constant and meaningful communication with the school. Parents are an important part in their child's education, and are encouraged to participate in decision-making and advisory committees in school.

II. Implementation:

- I.S. 162K established a parent involvement committee in which the PTA jointly with parents and the Parent Coordinator are responsible for the creation of the Parent Involvement Plan. Therefore, parents are involved in The creation of the Parent Involvement Plan.
- I.S. 162K involves parents in the School Leadership Team, Learning Environment Surveys, participation in the PTA, and feed back for Quality Review.
- I.S. 162K will inform parents of units of study in reading, writing, science, math and social studies through notices

Sent home in native language, as well as English. Teachers also inform parents during Parent/Teacher Conference and Parental PD Workshops.

➤ I.S. 162K will include parental involvement with all academy programs by inviting parents from each academy to I.S. 162K parent workshops via notices sent home in English and home language.

➤ I.S. 162K will build parental participation by doing the following:

- Inform parents of Standardized test requirements, dates of exams, standards to be met by students, promotional criteria and how to help their child meet these academic goals.
- Provide materials and training to encourage literacy and parental involvement through programs such as ESL, GED preparation and computer classes.
- Inform parents of Supplemental Educational Services (SES)
- I. S. 162K makes every effort to ensure that information is made available in the parents' language of understanding through written translation of fliers, memos, parent notices and provides oral translation during PTA meetings, workshops and Parent/Conference meetings.

III. Discretionary Activities

I.S. 162K will continue to develop and maintain model approaches for improving parent involvement such as:

- Creating and maintaining a parent lending library
- Creating a "Mommy and me" Reading Program
- Continue the use of In-House translation personnel to help with communication between home and school.
- Provide parental "Professional Development" workshops.

IV. Adoption

The school parental involvement policy has been developed jointly with and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signing of the CEP (and the CEP addendum). This policy was adopted by I.S. 162K- on June 14, 2007 and will be in effect for the period of 2007-2008 school year. The school will distribute this policy to all parents of participating Title I, Part A, children in their language of understanding on or before October 4, 2007.

The School/Parent Compact

**I.S. 162- THE WILLOUGHBY
Student-Parent-School Compact**

Mission Statement

The mission of I.S. 162 is formulated around the values of clear and high academic standards, an all-encompassing commitment to learning and meaningful relationships. Our school community, together with parents, will provide challenging, engaging teaching and learning practices, effective programs and instructional, collaborative leadership. We are committed to academic excellence and a high standard of productive and effective teaching, classrooms organized for student success, creating an union between mutual respect, and a strong emphasis on knowing and caring about our students.

STUDENT PLEDGE	FAMILY PLEDGE	FACULTY/STAFF PLEDGE
<p>As a student, I will strive to:</p> <ul style="list-style-type: none">  Let my teacher and family know if I need help  Read on my own and with my family, everyday.  Do my homework everyday, and turn in all assignments when they are due.  Obey the school rules and follow the school’s discipline code.  Respect myself, adults, and other students.  Come to school everyday Prepared to learn by, having School supplies and wearing my academy/school uniform shirt. 	<p>As a parent, I will strive to:</p> <ul style="list-style-type: none">  Stay aware of what my child is learning and communicate regularly with the school staff and my child.  Reach out to the school community  Assist with homework and read with my child every day.  Monitor the content and amount of my child’s television viewing and video game palying..  Make sure my child arrives to school on time everyday, attends regularly, and follows the school’s discipline and uniform codes.  Attend Parent/Teacher conferences, workshops, Parent/Teacher Association 	<p>As a member of the school Community, I will strive to:</p> <ul style="list-style-type: none">  Create a partnership with every family.  Provide high quality curriculum and instruction  Provide the necessary books and materials to support curriculum and instruction.  Monitor the progress of all students and provide support as needed.  Attend Professional development to stay current in new and best practices.  Inform parents of Programs and services that their children are eligible for.  Provide information in the

	meetings, and participate in school activities.	<p>home language through translation at PTA meetings, Parent/Teacher Conferences, in memos and newsletters.</p> <ul style="list-style-type: none">  Respect the cultural and linguistic differences of students and their families.  Develop activities that encourage parent involvement to promote academic achievement and build home/school communication.
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Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Needs Assessment (p. 11 – 13)
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

School-wide reform strategies implemented at I.S. 162 include:

- a. Providing PD for teachers to assist in developing effective management techniques
- b. Providing training in peer mediation to key staff and student leaders
- c. Parental outreach
- d. Departmentalize Special Education Department
- e. Create a Read 180 Lab
- f. ITeach/ILearn 1 to 1 Laptop Initiative
- g. ELL instruction with Achieve 3000 and Learning Village – increase technology
- h. Special Education instruction using TC methodologies in conjunction with Read 180

3. Instruction by highly qualified staff.

- Teacher Teams to focus on problems of practice to inform instruction
- Inquiry Team focusing on bottom third students to change classroom practice and increase student performance

School has achieved 100% rate of highly qualified teachers

Targeted professional development areas of concern

- ESL – Differentiated instruction for ELLS
- Science – Glencoe/ Urban Advantage
- Social Studies - Teaching American History Grants (2) and Global Partners Grant
- Math - Hunter College Math Institute
- I.C.I. PD offerings
- Common Core Curriculum Standards training – Academic Language
- PD provided by the SETRIC in Special Education for differentiation of instruction and Collaborative Team Teaching

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 1. Provide ongoing PD for teachers to improve quality of instruction
 2. Increase the use of assessment tools to drive planning and instruction in the classroom
 3. Document based Social Studies format
 4. NYS Science Standards 'Hands On' instruction

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We try to attract highly qualified teachers by offering:

- Professional Development differentiated by subject and need
- Participate in ITeach/ILearn 1 to 1 laptop initiative – provides teachers with a mobile computing device and a Smart Board and projector in each classroom for instruction
- Programming of teachers in subject specific classes

6. Strategies to increase parental involvement through means such as family literacy services.

I.S. 162 encourages all parents to be involved in the education of their children. We offer:

- Parent workshops intended to assist parents in becoming integral participants in their child's learning
 - An active School Leadership team
 - Saturday Adult ESL and Computer classes
- Parent Coordinator who gives workshops on topics such as: Nutrition, Asthma, Children's Services

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are given the opportunity to provide input at Department Meetings, through the Learning Environment Survey, UFT meetings and Consultation Committee, and Pre and Post Observation conferences
Teacher Teams have been implemented to expand collaborative decision making on instruction and learning

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Student progress is monitored through NYC Predictive exams/Acuity, Scantron Ed. Performance Series, Teacher made assessments and observations, long and short term goals, 37 ½ minutes of small group instruction programmed by need, and Academic Intervention Services provided during the school day

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

In accordance with, and under NCLB, I.S. 162 complies with all federal, state and city mandates, i.e. violence prevention, nutrition, housing, Adult Education, vocational and technical education and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	Yes			684,943.00	16 - 25
Title I, Part A (ARRA)	Federal	Yes			98,563.00	16 - 25
Title II, Part A	Federal	Yes				16 - 25
Title III, Part A	Federal	Yes			Not yet allocated	16 - 25
Title IV	Federal	Yes			45,962.00	16 - 25
IDEA	Federal	Yes			297,415.00	16 - 25
Tax Levy	Local	Yes			3,385,492.00	16 - 25

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

IS 162 currently has 16 students in temporary housing

2. Please describe the services you are planning to provide to the STH population.

When necessary, I.S. 162 plans to provide the following services to our STH population:

- Academic Intervention Services as needed through our Extended Day program
- Access to any program in the building according to need; including, but not limited to: Read 180, Library and Information Skills, Teacher's College Balanced Literacy

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 162 The Willoughby						
District:	32	DBN:	32K16	School		333200010162	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		90.7	91.4	89.1
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		91.9	94.3	91.8
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		97.6	95.5	95.5
Grade 6	235	178	197	Students in Temporary Housing - Total Number:			
Grade 7	226	228	181	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	231	219	241		4	26	30
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		32	28	15
Grade 12	0	0	0	Special Education			
Ungraded	4	3	2	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	696	628	621		97.6	95.5	95.5
				Suspensions (OSYD Reporting) - Total Number:			
				<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	236	303	207
				Superintendent Suspensions	36	53	47
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	59	46	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	66	82	TBD	Number of Teachers	64	63	58
# ELLs with IEPs	14	37	TBD	Number of Administrators and Other Professionals	13	13	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	4

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	10	12	29	% fully licensed & permanently assigned to this	100.0	100.0	98.0
				% more than 2 years teaching in this school	70.3	68.3	82.8
				% more than 5 years teaching anywhere	40.6	47.6	62.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		69.0	75.0	87.9
American Indian or Alaska Native	0.6	0.3	0.6	% core classes taught by "highly qualified" teachers	82.6	96.2	85.5
Black or African American	5.9	5.3	5.2				
Hispanic or Latino	88.1	89.2	87.8				
Asian or Native Hawaiian/Other Pacific	3.9	4.3	5.0				
White	1.4	1.0	1.4				
Male	50.9	52.2	48.1				
Female	49.1	47.8	51.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level			Secondary Level		
ELA:	v		ELA:		
Math:	v		Math:		
Science:	v		Graduation Rate:		-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v			-	
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v				-	
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	vsh	-			-	
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v				-	
Student groups	6	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	37.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 208	District 32	School Number 162	School Name The Willoughby
Principal Barbara DeMartino		Assistant Principal Miriam Errico	
Coach _____		Coach Jessica Snell	
Teacher/Subject Area Joseph Abraham/ESL		Guidance Counselor Robert Channing	
Teacher/Subject Area Suzanne Rohan/ESL		Parent Sandra Diaz	
Teacher/Subject Area Carolyn Carroll/Math		Parent Coordinator Rachel Camacho	
Related Service Provider Ms. Robinson-Shaw		Other _____	
Network Leader John O'Mahoney		Other _____	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	615	Total Number of ELLs	115	ELLs as Share of Total Student Population (%)	18.70%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

PART II: ELL IDENTIFICATION PROCESS

1. All parents/guardians of newly enrolled students are assisted with the completion of the Home Language Information Survey (HLIS). An informal interview in English or in the parent's native language is conducted to identify the needs of the new entrant and to identify the program where the student will be placed. The Assistant Principal for the ESL Department conducts these interviews, administers the HLIS, and the LAB-R (if necessary). This is done within 10 days of students' arrival. If the student is identified as a SIFE, the ALLD (Academic Language & Literacy Diagnostic) is administered. The Assistant Principal is fully bilingual (English/Spanish), has taught ESL for 15 years, and supervises the Freestanding ESL program as well as the administration of the LAB-R and the NYSESLAT. The Assistant Principal for ESL is responsible for making sure that all entitled ELLs are identified. The RLAT, RLER, and other ATS reports as well as ARIS are utilized to identify all ELLs. The Assistant Principal for ESL works with the I.E.P. teacher and the CAP clerk to identify Special Education students who require ESL services. All staff is provided with a list of all ESL students and their NYSESLAT scores. This list is updated periodically. All identified ELLs are required to take the yearly NYSESLAT. Letters in English and the home language are sent home to inform parents about the NYSESLAT. A Parent Meeting to introduce/review the NYSESLAT is provided yearly for all ELL parents. Translations are provided in the home languages as needed.

2. The process we follow to ensure that all parents/guardians understand all three program choices within the Department of Education (Transitional Bilingual, Dual Language, Freestanding ESL) are the following: Once new ELLs have been identified, a Parent Orientation Meeting is scheduled. Translation for low-incidence languages is provided. The Assistant Principal for ESL translates for the Spanish speakers. At this meeting parents are shown a DVD that explains all the programs available to their family. A Question & Answer period is allotted to ensure that all parties are clear on exactly what educational choices are available for their children. Parents/Guardians then fill out a Parent Survey and Program Selection Form. If the new ELL parent does not attend the scheduled Orientation Meeting, the Assistant Principal for ESL follows up with phone calls until the parent is reached. The Assistant Principal for ESL explains the importance of attending an Orientation Meeting and the possible choices for the ELL's education. Telephone translation for low-incidence languages are done through the DOE's Translation & Interpretation Unit. If the parent/guardian finds it impossible to come in, we send home a video or DVD copy of the Orientation Presentation, along with the Parent Survey and Program choice Form in the Home Language. The Assistant Principal for ESL follows up until the Parent Survey and Program Selection Form is returned. A follow-up call is made to confirm the parent's choice of program.

3. Parents/Guardians are notified within 10 days of students' arrival of the results of the LAB-R through an Entitlement or Non-Entitlement letter. Home language translations are provided. The Assistant Principal for ESL manages the distribution of the entitlement letters. Copies are maintained in the Compliance Binder.

If a student is eligible for ESL services, parents/guardians are invited to attend a Parent Orientation Meeting. Invitation letters are sent home in English and the home language. If the parent/guardian does not respond, telephone calls are made until the parent/guardian is contacted. For low-incidence languages, the DOE's Translation & Interpretation Unit is used for an over-the-phone translation.

The first Orientation Meeting takes place the second week of September and continuously throughout the year as new arrivals register. At this meeting, parents will have a chance to view a DVD presentation in their language of choice that outlines all the programs available within the Department of Education. A Question & Answer period follows. Parents fill out the Parent Survey and Program Selection forms. The forms are collected. The original is filed in the students' Cume File, and a copy is placed in the CR-Part 154 Compliance Binder.

If the parent choice is not available at our site, we direct the parents/guardians to the schools in our district that offer the desired program. If the program is not available in our district, parents are directed, by the Pupil Secretary to a Registration Center, where parents/guardians will get assistance in locating a school that offers their program choice.

If an ELL parent/guardian finds it impossible to attend the Orientation Meeting, the Assistant Principal for ESL follows up with phone calls until the parent is reached. Telephone translation for low-incidence languages are done through the DOE's Translation & Interpretation Unit. Spanish translation is done by the Assistant Principal for ESL. A copy of the Orientation DVD is then sent home along with the Parent Survey and Program Selection form. The Assistant Principal for ESL follows up until the forms are returned. A follow-up call is made to confirm the parent's choice.

4. At IS 162 we offer a free-standing ESL Program for ELLs. There is one (1) Bilingual Special Ed self-contained class. Special Ed ELLs are pre-placed in this program through the office of Special Education.

Parents/guardians of all new entrants fill out a Home Language Identification Survey (HLIS). According to the results of this survey and the interview with the parent/guardian, potential ELLs are placed in the ESL Free-standing Program. After the potential ELLs have been assessed through the LAB-R, (this must be done within 10 days of their registration) entitlement letters are issued in English and the

Home Language to officially inform parents/guardians that their child has been placed in our ESL Program. Students who "test out" are then placed in a regular class. If new entrants already have a LAB-R or NYSESLAT score, they are placed accordingly by grade level.

At registration, parents are interviewed and educational background information of potential ELLs is acquired. This information is used to identify the needs of the ELLs, e.g. SIFE, Newcomer, Long-term ELL. After ELLs are placed in the ESL Program and a baseline assessment is conducted, parents are notified of their child's qualification for Title III ELL support program. Letters are sent home and telephone calls to parents are made in order to encourage parents to register their ELLs in our Title III support programs or any other support programs available to ELLs.

5. The trend in the program choices has been that 100% of parents have chosen to place their ELLs in our Free-standing ESL Program. Parents of ELLs who have been serviced in ESL programs and newcomer parents overwhelmingly choose to stay at our site in the Free-standing ESL Program.

6. The program model offered at IS 162 is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	41
SIFE	17	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	35

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	5	0	5	6	0	6	0	0	0	11
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	30	7	6	39	2	20	35	8	15	104
Total	35	7	11	45	2	26	35	8	15	115

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12							12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>0</u>														0
TOTAL	0	0	0	0	0	0	12	0	0	0	0	0	0	12

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							45	38	27					110
Chinese							1		1					2
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0													0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	47	39	29	0	0	0	0	115

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

PART IV: ELL PROGRAMMING

Paste response to questions 1-4 here

1. HOW INSTRUCTION IS DELIVERED

A. ORGANIZATIONAL MODELS:

Our organizational model for the Free Standing ESL Program is departmentalized. All ELLs receive a printed schedule of classes to follow, including ESL. ELLs travel together as a class. The grouping is heterogeneous by grade. Special Ed ELLs from CTT and Self-contained classes are "pulled out" for ESL services. They are serviced by licensed ESL teachers.

The Bilingual Special Ed Program's organizational model is self-contained except for ESL. ESL services are provided by a licensed ESL teacher. These ESL classes are blocked into their schedules. The Bilingual Special Ed ELLs travel to another classroom on the same floor for ESL services. All Bilingual Special Ed ELLs receive a printed schedule of classes including ESL. They travel together as a class for their ESL classes. A licensed ESL teacher provides ESL services.

B. PROGRAM MODELS:

The ESL Freestanding Program is in the form of a Thematic ESL Curriculum. The classes are blocked. All ELLs receive a printed schedule of classes including ESL. The ELLs are of mixed levels by grade. The language used is English. However, supports in the home languages are provided in the form of bilingual dictionaries, bilingual glossaries, and technology translation supports. Home language titles are included in the class library. ESL strategies, other scaffolds, and differentiated instruction are used to support the learning.

In the Special Ed Self-contained Bilingual class, a self-contained model is used. The languages used are English and Spanish. All ELLs in the Bilingual Self-contained Program have Spanish as their Home Language. The Special Ed ELLs are of mixed levels and all are 6th graders. Their IEPs have recommended they be placed in a Bilingual class. Here, all content area materials are available in both languages. Bilingual dictionaries and bilingual glossaries are used as well as a bilingual class library. Instruction is delivered in English with Spanish supports. This is a 12:1:1 class setting. There is a bilingual paraprofessional to support the learning as needed. The goal is to develop English literacy while affording students with special needs the home language support they need to process the learning. The IEP for each student is the basic blueprint that guides teacher planning. Tasks are differentiated by readiness levels, ability, and language (as needed). Scaffolds, such as: graphic organizers, cooperative learning activities, interactive activities using the Smart Board, visuals, repetition, modeling, and demonstrations are provided in both languages as needed.

2. ORGANIZATION OF STAFF

Teachers of ELLs are provided with a program schedule created by the Programmer in conjunction with the Assistant Principal for the ESL Department that ensures that ELLs in the Freestanding ESL Program, Special Ed ELLs, and ELLs in the Bilingual Self-contained Program receive the mandated number of instructional minutes according to proficiency levels.

A. Beginner and Intermediate ELLs receive 360 minutes of ESL services per week. Advanced ELLs receive 180 minutes of ESL services per week and 180 minutes of ELA per week. The Bilingual Special Ed self-contained class receives 360 minutes of ESL instruction per week and 180 minutes of Native Language Arts per week.

3. DELIVERY OF CONTENT AREA INSTRUCTION

All programs at I.S. 162 use the "Workshop Model". This includes a "Do Now", a "Mini-lesson", the "Work Period", and the "Share".

Clear and explicit agendas are expected as well as explicit explanations and modeling of the targeted learning skills and tasks.

All students are serviced by a licensed content area teacher. All classrooms are equipped with a Smart Board, and all students have a personal laptop. Professional development in all areas is provided throughout the year. Content area teachers who service ELLs are provided with professional development in ESL strategies. All content area teachers that service ELLs are trained in QTEL. All teachers who service ELLs use explicit modeling, repetition, cooperative learning activities, and focus on academic language development. Instruction is differentiated by readiness, levels of English literacy, and abilities. All content teachers work collaboratively in the Professional Learning Community teams to interface with the ESL teachers, who share "best practices" and information about the ELLs that will support the learning in all content areas.

The Freestanding ESL Program employs a Standards-based Thematic Curriculum. This curriculum mirrors the ELA curriculum. This approach serves to give ELLs much needed support in English literacy development and in academic language development. ESL teachers plan together to develop a thematic curriculum that focuses on answering an "essential question". Backward planning is used to create a variety of tasks and activities that will lead all learners through differentiated paths to the same targeted learning that facilitates the answering of the "essential question". ESL teachers interface with ELA teachers to ensure the ESL curriculum is supporting the learning presented in the ELA classrooms.

ESL teachers use data from NYSESLAT, LAB-R, ELA, Math, 4th Grade Social Studies and Science assessments as well as a running record, a "quick write", and an oral assessment to create a comprehensive profile on the strengths and weaknesses of ELLs. The classes are in English with home language supports in the form of bilingual dictionaries, bilingual picture dictionaries, and technology resources. Teachers use scaffolds, i.e. graphic organizers, pictures, charts, videos, hands-on activities, cooperative learning strategies, and technology resources to make content comprehensible to ELLs. A levelled class library is used to support the thematic curriculum.

Achieve 3000 is integrated into the ESL Thematic Curriculum. This is a Standards-based differentiated literacy program that serves to build reading and writing stamina. ELLs move from one level to the next as they follow the 5-step protocol. Assessments are part and parcel of the program. A monthly report provides data that the ESL teachers can use to target weak skills in the ESL classroom. This program allows the ESL teachers to choose non-fiction articles to read and write about that are related to the topic at hand.

The Extended Day program provides support for all ELLs. Here teachers differentiate instruction to provide the remediation and support that will help ELLs to understand content, build vocabulary, develop reading, writing, and math skills.

The Special Ed Self-contained Bilingual Program is serviced by a certified Bilingual (English/Spanish) teacher. Instruction is in English with Spanish supports. A bilingual paraprofessional works with the bilingual teacher in order to support students who need one-to-one instruction. Materials and tasks are differentiated according to the needs of the bilingual students. The bilingual teacher uses ESL strategies and other scaffolds to meet the needs of bilingual students. Bilingual dictionaries, picture dictionaries and bilingual versions of content area texts and other materials are used to support the learning. Graphic organizers, pictures, charts, videos, hands-on activities, technology, and cooperative learning strategies are used to make content comprehensible. The NLA (Native Language Arts) curriculum in the Bilingual Program mirrors the ELA curriculum. Literacy skills developed in the NLA class transfer to the other content areas and to ESL classes. ELLs in this self-contained program travel to another classroom for ESL instruction. A licensed ESL teacher provides ESL instruction that follows the Thematic Curriculum for regular ELLs.

Math is delivered in English by a licensed math teacher who uses ESL strategies and hands-on activities to support the learning experience of ELLs. A Spanish version of the Math text is available as well as bilingual dictionaries and bilingual math glossaries. Technology resources in the native language are also used to provide home language support. Professional Development in ESL strategies is provided for Math teachers who service ELLs. The Extended Day program services ELLs in need of remediation in Math. Here, ELLs can get homework help in math and remediation in math skills as needed.

Social Studies is delivered in English by a licensed teacher who uses ESL strategies. A Spanish version of the Social Studies text is available as well as bilingual dictionaries, bilingual Social Studies glossaries and technology resources to provide home language support. ELLs may choose to work with their Social Studies teachers during the Extended Day Program. Here, the Social Studies teacher reviews content vocabulary and works on developing comprehension of the chapter at hand. Reading and writing activities in the Social Studies context are also used to build language acquisition and literacy stamina.

Science is delivered in English by a licensed teacher who uses ESL strategies. A Spanish version of the Science text is available as well as bilingual dictionaries, bilingual Science glossaries, and technology resources to provide home language support. ELLs are encouraged to work with their Science teacher during the Extended Day Program. Here they review topics that are difficult for them, get homework help in Science, and are provided with an opportunity to ask questions regarding the Science content.

4. DIFFERENTIATING INSTRUCTION

A. SIFE

All teachers who service SIFE are informed of their "SIFE" status. The ESL teachers assess the literacy levels of SIFE and share that information with the content area teachers via the Professional Learning Community teams. All teachers who service SIFE use differentiated instruction strategies to meet SIFE needs. Direct instruction is presented in a clear and explicit manner, with visual supports, repetition, and other scaffolds that support the comprehension process for SIFE. Tasks are differentiated to provide learning activities that SIFE can

successfully do.

The ESL Standards-based Thematic Curriculum provides a program that is relevant to SIFE interests and experiences. Differentiated instruction allows for SIFE students to perform on their level of readiness, ability, and English acquisition. The ESL teachers provide a variety of differentiated strategies that support the learning experiences of SIFE, i.e. varied texts, leveled questioning, cooperative learning activities, choices of tasks, graphic organizers, and tiered activities to create a successful learning experience.

All four language skills – listening, speaking, reading, and writing are addressed. The ESL teacher helps SIFE identify individual goals to target within the thematic curriculum. A focus on academic language development provides exposure to the language that appears in other content areas and on State assessments. Smart Board activities engage SIFE and provide opportunities for non-verbal participation, which is non-threatening to SIFE.

Achieve 3000, an online Standards-based differentiated literacy program is integrated into the Freestanding ESL Program. SIFE are able to perform on their specific levels of literacy and move into higher levels of reading, writing, and thinking skills in a structured program that continuously assesses their progress and moves them into the next level. SIFE love to work on their laptops. The ESL teachers work with the SIFE to support their ability to use the program. A Spanish version is available for SIFE as needed.

The Extended Day Program provides additional support for SIFE ELLs. SIFE are placed with an ESL teacher who differentiates for to target the skill areas SIFE need to strengthen in order to perform better in all content area classrooms. Homework help is also provided.

The Special Ed Self-contained Bilingual Program is a Standards-based program that differentiates for SIFE by providing activities and scaffolds that will enable SIFE to comprehend, participate, and produce work on their levels of readiness. The Bilingual teacher differentiates by language, readiness, and ability to support the learning experience. Graphic organizers, cooperative learning activities, leveled questioning, tiered tasks, and use of drawing to express ideas are strategies used to support SIFE learners in the Bilingual program. Special attention is placed on vocabulary development. Hands-on activities, manipulatives, and realia are used to support comprehension. The Smart Board is used for interactive activities that engage and provide opportunity for participation in non-threatening ways. A laptop for each student is provided to enrich the learning experience for SIFE and provide a variety of electronic resources to meet their individual needs.

Professional Development that focuses on the needs of SIFE and the strategies used to support their learning is provided to all teachers who service them.

B. All teachers who service ELLs who have been in the U.S. less than 3 years (Newcomers) are informed of their Beginner status. They differentiate for Beginners by providing a variety of leveled texts, tiered activities, graphic organizers, using drawing to express ideas, foldables, leveled questioning, cooperative learning activities, and flexible grouping. Focus on academic vocabulary development helps Newcomers become familiar with the language of content areas and State assessments.

Newcomers are also invited to participate in our Extended Day Program. Here teachers differentiate by providing whatever support Beginners may need in any of the content areas. Reviewing the lessons of the day, providing practice in areas of need, and homework help is available for Beginners.

The ESL Thematic Curriculum provides a non-fiction literacy approach with integrated skills that exposes Newcomers to a variety of texts. All four language skills are addressed and activities are differentiated to accommodate the literacy levels of Newcomers. ESL teachers use a variety of leveled texts and tasks as well as provide choices for products that accommodate the needs of Beginners. ESL strategies and other scaffolds as well as cooperative learning activities provide support for Beginners. A focus on academic language helps Newcomers build English vocabulary skills. The ESL teacher helps Newcomers identify specific individual goals that will target the weakest skills and enhance their ability to participate in the thematic curriculum. Bilingual and picture dictionaries as well as technology resources in their home language are used to support the learning.

Achieve 3000, a Standards-based differentiated online literacy program is integrated into ESL Thematic Curriculum. The program develops the reading, writing, and thinking skills. This program is aligned with the thematic curriculum and allows Newcomers to work on a 1:1 basis on their specific literacy levels and to make progress in a structured program that continuously assess the levels of progress and raises the levels of reading and writing accordingly. A Spanish version of the activities is available to support the learning.

Professional development that focuses on the needs of newcomers and the strategies used to support their learning are provided for all teachers who service them.

C. ELLs receiving service 4 to 6 years of service suffer from what researchers call “the ELL stall”. They need a rigorous and stimulating curriculum that offers opportunity for self-expression and that is relevant to their interests and experience. All teachers of ELLs with 4-6 years of ESL services are informed of their literacy levels and encouraged to provide rigorous activities and tasks that will provide opportunities for these ELLs to develop higher levels of English application. Teachers who service these ELLs use differentiated activities that are rigorous and supported by a variety of scaffolds. Differentiated texts and tasks that are interactive and promote development in all four language skill areas are used.

The ESL Thematic Curriculum is a non-fiction literacy approach with integrated skills provides these ELLs with exposure to a variety of texts. The themes are relevant to ELLs interests and experiences and provide opportunities for critical thinking. It is a rigorous program that promotes all four language skills as well as academic language development. The ESL teachers differentiate instruction through leveled texts and tasks. Graphic organizers, cooperative learning activities, choice of texts, tiered tasks, and interactive activities provide the support

these ELLs need to be engaged and challenged in order to stretch their English literacy abilities. Bilingual dictionaries as well as technology resources in the home language are available to support the learning. The thematic ESL program strengthen the language and thinking skills these ELLs encounter in the content area classrooms and on the State assessments.

The Achieve 3000 Standards-based differentiated online literacy program is integrated into the ESL Thematic Curriculum. It is aligned with the themes of the curriculum. It offers these ELLs an opportunity to work on their level of English acquisition and to move into higher levels as they progress through the assessments. 4-6 year ELLs are easily engaged in this program. They have acquired enough English skills to facilitate carrying out the Achieve 3000 activities with relative ease. The program continuously challenges their level of literacy development and they find themselves painlessly moving up in lexile levels throughout the duration of the program.

Professional development that focuses on the needs of ELLs with 4-6 years of service and the strategies used to support their learning is provided to all teachers who service them.

D. Long-term ELLs, ELLs with 6+ years of ESL services need intensive academic language development as well as reading and writing development. Research suggests that Long-term ELLs need more time on task in a rigorous curriculum in order to develop reading and writing stamina, thinking skills, and problem-solving skills in English. They need access to a variety of reading material that is of high interest and exposes them to higher order thinking in English and academic language acquisition. All teachers of Long-term ELLs are encouraged to focus on building academic language skills. This includes the "bricks" and the "mortar" of the English language.

The ESL Thematic Curriculum provides a rigorous standards-based ESL program with integrated skills that exposes Long-term ELLs to a variety of non-fiction texts, academic language, and critical thinking skills. The themes are based on student's interests and experience. There is opportunity for self-expression and opinions. The ESL teachers differentiate to provide Long-term ELLs with texts and tasks that are rigorous with appropriate scaffolds to support the learning. Leveled texts, tiered tasks, choice, cooperative learning activities, graphic organizers, and interactive activities provide these ELLs with opportunities to learn and apply new language structures that will develop reading and writing skills and build the reading and writing stamina they need to meet and exceed all the Standards and state assessments. Bilingual and English dictionaries are provided as well as technology support as needed.

Achieve 3000, a Standards-based online differentiated literacy program is used in alignment with the ESL Thematic Curriculum. Long-term ELLs are able to make continuous progress in reading and writing levels through its ongoing assessments. The program is engaging and fun. The articles interesting and connected to the theme at hand and the real world. Long-term ELLs are challenged on their own literacy levels and in a non-threatening way.

Professional development that focuses on the needs of Long-term ELLs and the strategies used to support their learning is provided to all teachers who service them.

E. ELLs identified as having special needs (SWD) are serviced in our ESL programs.

In the Standards-based ESL Thematic Curriculum, ESL teachers assess SWD to identify their levels of English and provide differentiated instruction and materials. ESL teachers have access to the students' I.E.P. This data serves as a guide for targeted goals of SWD.

The ESL Thematic Curriculum is relevant to SWD's interests and experiences. All four language skills are addressed – listening, speaking, reading, and writing. A focus on academic language provides exposure to the language that is used across the curriculum and on State assessments. This Standards-based non-fiction texts with integrated skills provides SWD with the opportunity to read and write in a variety of contexts. The ESL teachers differentiate instruction by providing a variety of leveled texts and tasks that meet the levels of English, readiness, and abilities of SWD. Graphic organizers, tiered tasks, choice, cooperative learning activities, technology supports and other scaffolds provide SWD with the support they need to succeed in the ESL classroom. Bilingual dictionaries, English dictionaries, and picture dictionaries are available as well as a leveled classroom library.

Achieve 3000, a Standards-based differentiated online structured reading and writing program is used in alignment with the ESL Thematic Curriculum. This program offers SWD an opportunity to work on their level of English literacy and to move into higher levels as they progress through the program. This is a fun and interesting venue for SWD.

SWD in the Special Ed Self-contained Bilingual Program are serviced in a program that targets their needs according to their levels of English and Spanish. The Special Ed Bilingual teacher differentiates for SWD and helps them to establish goals that targets their special needs and the development of the literacy skills they need in order to function in an academic setting. Differentiation in the form of leveled texts and tasks in both languages are used. Graphic organizers, tiered tasks, choice, cooperative learning activities, and technology supports are used to support the learning.

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

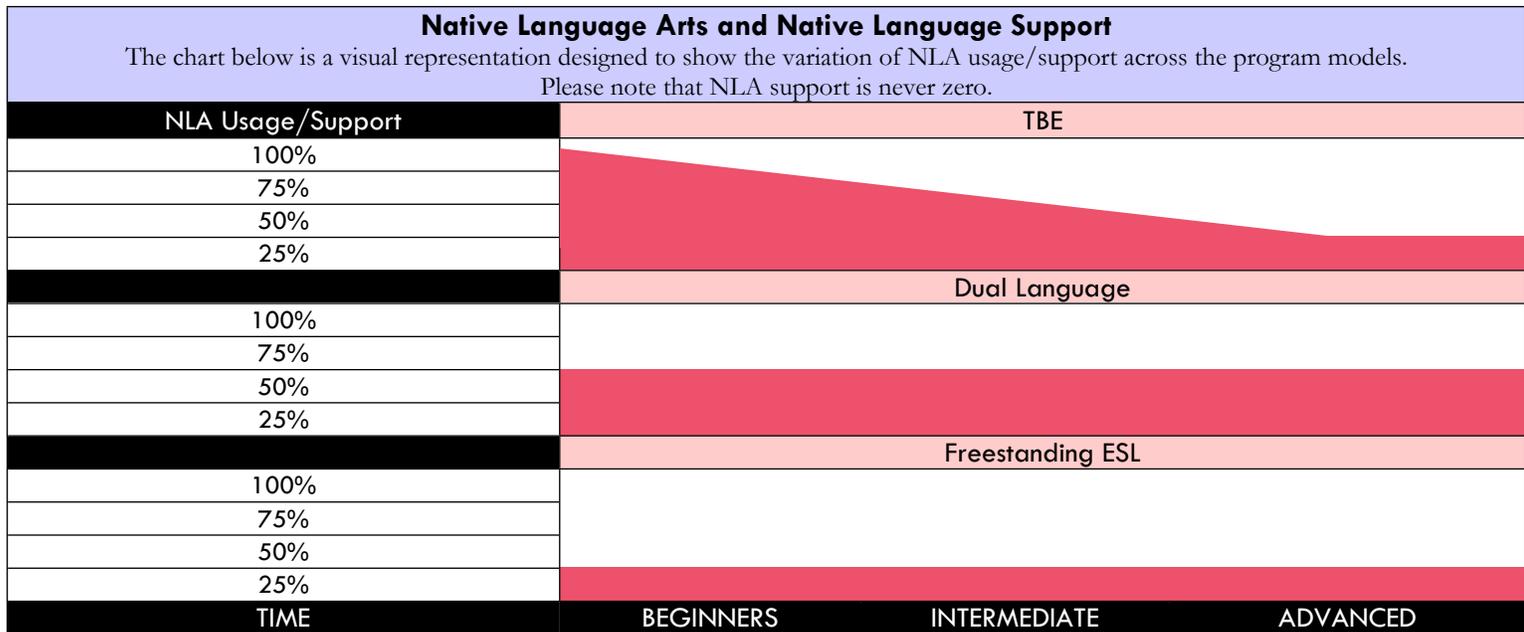
Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. TARGETED INTERVENTION PROGRAMS FOR ELLS

The Title III Saturday Academy for ELLs targets newcomers, ELLs with 4-6 years of ESL services, and Long-term ELLs who need remediation with ESL/ELA and mathematics. This program runs from November through May, Saturdays 9:00 A.M. to 12:00 P.M. ESL is delivered in English with ESL and ELA strategies by a licensed ESL teacher and L1 support is provided as needed. Math is delivered in English with Spanish support. A licensed Math teacher with a Bilingual Extension services the ELLs.

The Title III After-school Newcomers Program targets recent arrivals that have little or no English. The program focuses on remediation in ESL and math. ESL is delivered in English with ESL strategies. Math is delivered in English with L1 support as needed. This program runs from November through May, Mondays, Tuesdays, and Wednesdays 3:30 P.M. to 5:00 P.M.

Achieve 3000, a computerized literacy-based program is used in the Free-standing ESL classes to help ELLs develop reading and writing stamina and skills. This program will be used two day a week and is aligned with the ESL Thematic Curriculum.

A SIFE Grant that targets the needs of SIFE and LTEs (Long-term ELLs) provides intensive interventions in reading, writing, academic language development, and background knowledge in all content areas. This program meets on Saturdays 9:00 A.M. to 12:00 P.M. November through May.

6. TRANSITIONAL SUPPORT (2 YEARS) FOR ELLs REACHING PROFICIENCY

Former ELLs are identified. An ongoing list of Former ELLs is maintained and teachers are informed. Former ELLs are provided with testing accommodations for all State assessments. Bilingual Glossaries are distributed in the beginning of the year and content area teachers are advised to train the Former ELLs on how to use them. They are allowed to use a word-to-word Bilingual Translation Dictionary and the State-provided Bilingual Glossaries in Math, Social Studies, and Science in their native language and English are used throughout the year and during the State assessments.

7. NEW PROGRAMS CONSIDERED FOR THE UPCOMING SCHOOL YEAR

A SIFE Grant for SIFE and Long-term ELLs targets the needs of both groups. The programs focuses on ESL/ELA and math skills and the preparation of ELLs for the ELA, NYSESLAT, and Math assessments. The SIFE Grant program runs from January thru May during our Saturday Academy for ELLs. Here two classes will target SIFE ELLs and LTEs (Long-term ELLs). RIGOR will be used to remediate for reading, writing, and to build background knowledge for SIFE. LTEs will participate in a project-based literacy program where ELLs will create a school magazine. They will apply the skills of reading, writing, researching, note-taking, collaboration, and higher-order thinking and immerse themselves in real-life world news and a variety of magazines.

IS 162 is participating in a differentiated instruction program for ELLs called "Learning Village". This is a pilot program that supports content area teachers who service ELLs. A myriad of differentiated resources including lesson plans and other activities for ELLs are available.

8. DISCONTINUED PROGRAMS FOR ELLs

For the school year 2010-2011, we are no longer offering a Transitional Bilingual Program because of low enrollment. We provide information to parents about other TBE programs available to them, if they so desire. We do maintain a Special Ed Self-contained 6th grade Bilingual Program.

9. HOW ELLs ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS

ELLs are included in all school activities and programs. The Extended Day Program provides for remediation for all ELLs. An In-school counseling (psychological therapy services) is available to any ELL who has need for counseling. All ELLs participate in the Library Program. ELLs classes are brought to the Library where they may choose books with the help of the ESL teacher and the Librarian. The Library has a section on Bilingual titles for ELLs. All notices about programs and services are provided to all ELLs and their families in English and in the home language.

10. INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs

ELLs are provided with a personal laptop during the school year. Every classroom has a Smart Board. Every ESL classroom is equipped with a classroom leveled Library, bilingual and English dictionaries, and picture dictionaries. ELLs in the Free Standing ESL Program are provided with Achieve 3000, a Standards-based differentiated computerized literacy program. This support is incorporated into the Thematic ESL Curriculum.

11. NATIVE LANGUAGE SUPPORT

Bilingual dictionaries, bilingual glossaries, Spanish versions of content area texts, and technology resources provide home language support for ELLs in all content areas. There is a Native Language Arts class in the Bilingual Special Ed self-contained program. The Assistant Principal for the ESL Department and the Parent Coordinator, who are both bilingual (English/Spanish) provide support to teachers and facilitate communication with ELLs and their parents. Translations in low-incidence languages are provided through the Translation & Interpretation Unit of the DOE.

12. REQUIRED SERVICES SUPPORT

Required services support and resources correspond to ELLs' ages and grade levels.

13. ACTIVITIES TO ASSIST NEWLY ENROLLED ELL STUDENTS BEFORE THE BEGINNING OF THE SCHOOL YEAR.

Before school begins new entrants come in to register. The Assistant Principal for the ESL Department helps parents with the registration process. The Assistant Principal for the ESL Department interviews parents and helps them fill out registration forms. Parents may ask any questions they have about the school and the programs offered.

14. LANGUAGE ELECTIVES

We do not currently offer language Electives to ELLs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. All teachers are provided with ESL Professional Development. The following Professional Development Plan for the year 2010-2011 is as follows:
- 10/4/10 - Understanding the Needs of ELLs
 - 11/1/10 - Differentiating Instruction in the Multi-leveled Classroom
 - 12/6/10 - QTEL Strategies for all Teachers Who Service ELLs
 - 1/3/11 - Scaffolding Instruction for ELLs
 - 2/7/11 - Cooperative Learning - Making the Learning Interactive
 - 3/7/11 - Strategies for Developing Academic Language

Professional Development is provided by the Assistant Principal of the ESL Department, ESL Teachers, ELA Literacy Coach, and other administrators. These workshops are provided during the school day, after-school, and during monthly Staff Meetings.

The Professional Learning Community provides another source of professional development for all staff. Here ESL teachers share ESL and QTEL strategies with other teachers. This year our focus is academic language development and differentiating instruction. ESL teachers bring their knowledge and experience to the Professional Learning Community and serve as "go-to" personnel for teachers who service ELLs in the content areas.

2. Teachers who service ELLs are provided with bilingual dictionaries, bilingual glossaries, and any support materials they may need to meet the needs of the ELLs. The Assistant Principal for the ESL Department works with the teachers who service ELLs to address incoming 6th grade ELLs regarding the changes they will experience in the Middle School environment. All teachers who service incoming ELLs are invited to attend the 6th Grade Orientation Meeting. Here all areas of concern are explained and parents as well as students have the opportunity to ask questions of the Staff. Parents of ELLs are invited to a monthly Parent Meeting that provides support information regarding the school, the content area expectations, how to help their child at home, and resources available to support their child's learning experience.

3. All staff are included in any professional development for ELLs. All teachers are required to have 7.5 hours of ELL training. Special Ed teachers are required to have 10 hours of training. Workshops are provided during Staff Meetings, after-school, and during Election Day, Brooklyn/Queens Day, Superintendent's Professional Development days, and half-days. After each ELL workshop teachers are asked to provide feedback and to identify the kind of professional development they need to support their work with ELLs.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

E. PARENT INVOLVEMENT

1. A monthly PTA/PAC meeting is held. The Assistant Principal for the ESL Department collaborates with the PTA and the Parent Coordinator to plan these meetings. A general invitation is put out to all parents. Notices go out to parents in English and the Home Language. The Assistant Principal for the ESL Department and the Parent Coordinator call ELL parents to remind them a couple of days prior to the meetings. Parent meetings are also provided for parents of ELLs throughout the year. These meetings address the needs of ELLs and how their families can support their learning at home. ELL parent orientation meetings are held for parents of ELLs who attend the Title III and SIFE Grant Programs. Ongoing workshops throughout the year for parents of ELLs serve as educational resources for parents of ELLs to learn how to work with their ELLs at home. There are also meetings for ELL parents to introduce the ELA, NYSESLAT and Math assessments.

2. The school partners with Community Based Organizations to provide workshops and services for ELL Parents. Topics for these meetings are related to education, health, and community resources.

3. The School Environment Survey, The Parent Survey, and other interest surveys created by the office of the Parent Coordinator are used to identify parents' needs and interests.

4. The parent involvement activities try to address the needs of ELL parents. Immigrant parents need to understand the American Education System and their place in it. They need to know what educational programs and services are available to them. They also need help in dealing with the day-to-day problems they may encounter (Life Skills). ELL parents may have health concerns for themselves and for their families. We inform ELL parents of Health community resources available. Other parent meetings are for those whose child attends the Title III Programs and SIFE the Grant Programs. The topics for these meetings are about the programs themselves, how parents can help ELLs at home in developing literacy and math skills, and how to help ELLs prepare for the ELA, NYSESLAT, and the math State assessments.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	

Beginner(B)							10	0	8					18
Intermediate(I)							18	10	12					40
Advanced (A)							26	22	9					57
Total	0	0	0	0	0	0	54	32	29	0	0	0	0	115

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							48	7	19				
	I							6	28	10				
	A							0	0	0				
	P													
READING/ WRITING	B							49	32	29				
	I							5	0	0				
	A							0	0	0				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	18	2	0	34
7	27	7	0	0	34
8	15	9	0	0	24
NYSAA Bilingual Spe Ed	7	0	0	0	7

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	10	0	21	0	2	0	2	0	35
7	16	1	14	1	1	4	0	2	39
8	4	2	8	6	0	2	0	0	22
NYSAA Bilingual Spe Ed	0	8	0	2	0	1	0		11

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	12	2	30	2	23	1	2	0	72
8	7	2	10	2	5	2	0	0	28
NYSAA Bilingual Spe Ed	0	4	0	0	0	1	0	0	5

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	26	2	18	1	20	1	0	0	68
8	11	3	6	1	5	3	0	0	29
NYSAA Bilingual Spe Ed	0	8	0	0	0	1	0	0	9

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	8	7	14				

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools used to assess the early literacy skills of our ELLs are the LAB-R, the ELE. The LAB-R provides a baseline assessment of the English literacy skills ELLs bring into the program. The ELE data is indicative of the early literacy skills in L1 (the home language). Research tells us that ELLs who have a high level of literacy in L1 are more likely to advance quicker in English language acquisition because knowledge of literacy skills transfers into the acquisition of English. This information helps us identify those ELLs who will need added support in developing English literacy skills. These ELLs need to be targeted for our supplemental ELL programs. This information also helps teachers who service ELLs identify those who will need extra support in the content area classes and in the ESL classes. Teachers can then plan on proper differentiation to meet their needs. Currently, 44% of ELLs who took the ELE in 2010 scored in the 4th Quartile. 22% scored at the 3rd Quartile. 25% scored in the 2nd Quartile. 9% scored in the 1st Quartile. This data is promising because it shows that the majority (66%) of our current ELLs have considerable language skills in L1. We need to target the 34% of ELLs who scored at or below the 2nd Quartile. These ELLs will be placed in one of our after-school support programs where they can receive intensive remediation in basic literacy skills. This year, we have only five (5) ELLs that were administered the LAB-R. Four (4) of these ELLs scored on the Beginner Level and one (1) scored on the Advanced Level. The rest all had NYSESLAT scores.

2. The data patterns on the LAB-R and NYSESLAT reveals that 19% of 6th grade ELLs scored on the Beginner Level. 33% scored on the Intermediate Level. 48% scored on the Advanced Level. 0% of 7th grade ELLs scored on the Beginner Level. 35% scored on the Intermediate Level. 68% scored on the Advanced Level. 28% of 8th grade ELLs scored on the Beginner Level. 41% scored on the Intermediate Level. 31% scored on the Advanced Level. This data reveals that overall 16% of all ELLs scored on the Beginner Level. 34% of all ELLs scored on the Intermediate Level. 50% of all ELLs scored on the Advanced Level. This data tells us that the majority of ELLs fall into the Intermediate and Advanced Levels on the NYSESLAT.

3. In terms of the modality analysis in Listening and Speaking, 62% of all ELLs scored on the Beginner Level. 38% of all ELLs scored on the Intermediate Level. None scored on the Advanced Level. In the Reading and Writing modalities 96% of all ELLs scored on the Beginner Level and 4% scored on the Intermediate Level. None scored on the Advanced Level.

This data reveals that the majority of ELLs are adept in listening and speaking skills, and the majority are weak in reading and writing skills. Therefore, instruction needs to focus on developing reading and writing skills with emphasis on academic language, which is the weakest link. Teachers of ELLs will need to plan for ways to make "comprehensible input" a major priority by applying explicit teaching methods that include academic language development and strategies to facilitate understanding of text. Scaffolding and differentiated instruction will be a key ingredient to enhance comprehension and the ability to perform classroom tasks. Furthermore, reading and writing skills will need to be addressed in all content areas. ESL and QTEL (cooperative learning) strategies will enhance this process. Professional development will be geared towards providing teachers of ELLs the skills needed to support ELLs.

4. The ESL Program - The NYSESLAT and LAB-R data indicate that 6th and 7th grade ELLs have overall scored higher than the 8th grade. However, the data shows that all grades have scored lowest on the reading and writing modalities. 96% of all ELLs tested on the Beginner Level in the Reading/Writing modalities. This means that more focus needs to be placed on these two skills.

The ESL Thematic Curriculum has been successful in engaging ELLs' interest and participation. The program fosters connections between the learning and "real life" experiences. Differentiating instruction within a thematic unit is made easier because there is an "essential question" that overrides all the learning. ESL teachers can assign a variety of leveled texts and tasks that meet the reading levels of the ELLs and

more advanced learners to affect the learning of the less advanced learners (Vygotsky's Theory of Proximal Development). Focus on academic language development is manifested in the use of "juicy sentences" to teach vocabulary in context and other vocabulary development activities. We are creating our own benchmark assessments to periodically measure needs and progress. ELLs identify specific goals for each unit and ESL teachers continually address the progress of these goals.

Achieve 3000, a Standards-based differentiated online literacy program that enhances reading and writing skills is used in the ESL program. This intervention provides ongoing assessment and data that can be used to track progress and identify needs. The program has a native language resource.

This year the Professional Learning Community will be working on academic language development and differentiated instruction. All teachers across the curriculum will be working on applying strategies to enhance academic language acquisition. The ELL Inquiry Team will also be focusing on addressing the reading and writing needs of the ELLs. Native Language is used in the ESL Program through the use of bilingual dictionaries, bilingual picture dictionaries, and technology. The Special Ed Bilingual self-contained program provides ELLs with 180 minutes of NLA.

The ELA and Math periodic assessments show that ELLs' reading and writing skills are weak. The school leadership use the results of these interim assessments to identify the goals for the programs and to track progress of ELLs. The results of these assessments are used to design the targeted remediation programs, i.e. Title III and SIFE Grant Programs.

The ELA Program - The ELA scores show that of all the ELLs who took the test, 68% scored on Level 1, 30% scored on Level 2, 2% scored on Level 3, and none scored on Level 4. 51% of 6th grade ELLs scored on Level 1. 44% scored on Level 2. 5% scored on Level 3. None scored on Level 4. 79% of 7th grade ELLs scored on Level 1. 21% scored on Level 2. None scored on Level 3 or Level 4. 78% of 8th grade ELLs scored on Level 1. 22% scored on Level 2. None scored on Level 3 or Level 4. The data reveals the fact that the majority of ELLs scored on Level 1 of the ELA. Therefore, teachers of ELLs plan for intensive remediation by through lessons rich in scaffolding and differentiation. Teachers of ELLs will enhance the curriculum with more interaction (Cooperative Learning) between ELLs that require for them to think and speak in order to develop language acquisition. Instruction needs will be explicit and direct. The Professional Learning Community will focus across the curriculum on academic language development, which research tells us is the "weakest link" for all ELLs. Native language support in the ELA classroom is reflected in the use of bilingual dictionaries, bilingual glossaries, and technology support. ELA teachers of ELLs are provided with bilingual dictionaries, bilingual glossaries, and can use online technologies to enhance the comprehension of ELLs.

The Math Program - The 8th grade Math scores reveal that of all the 8th grade ELLs who took the test, 30% scored a Level 1. 59% scored a Level 2. 11% scored a Level 3. None scored a Level 4. 39% of 6th grade ELLs scored a Level 1. 5% scored a Level 2. 7% scored a Level 3. 4% scored a Level 4. 5% of 7th grade ELLs scored a Level 1. 44% scored a Level 2. 15% scored a Level 3. 5% scored a Level 4. 30% of 8th grade ELLs scored a Level 1. 59% scored a Level 2. 11% scored a Level 3. None scored a Level 4. Nine (9) ELLs in 8th grade took the test in Spanish. This did not make a difference in the scores. The scores show that the majority of our ELLs score at Level 1 or at Level 2 on the Math assessment regardless of the language they chose. In order to support ELLs in the Math content area, teachers of Math need to use more visuals, TPR, and hands-on materials to make mathematical concepts more comprehensible. Scaffolds and differentiated instruction are needed to support the learning for ELLs.

Math teachers of ELLs are provided with bilingual dictionaries, bilingual glossaries, online technologies to support comprehension.

The Science Program - The test results reveal that 28% of all ELLs who took the test scored a Level 1. 42% scored a Level 2. 29% scored a Level 3. 1% scored a Level 4. These Science scores are higher than last year's scores. Nevertheless, it demonstrates that even our more advanced ELLs still struggle with content area academic language. 42% achieving a Level 2 means that at our highest point of success, we are still scoring below the 50th percentile. Science teachers or ELLs need to include more visuals, TPR, hands-on, materials to make Science concepts more comprehensible. Scaffolds and differentiated instruction are needed to support the learning for ELLs.

Science teachers are provided with bilingual dictionaries, bilingual glossaries, online technologies to enhance comprehension.

The Social Studies Program - The test results reveal that 43% of all ELLs who took the test scored at Level 1. 28% scored a Level 2. 25% scored a Level 3. None scored a Level 4. Social Studies is a challenging subject for ELLs. Unlike Science, which has a lot of labs and hands-on activities, Social Studies requires a lot of language knowledge from ELLs. Social Studies teachers and ESL teachers need to provide a lot of visuals, TPR, role playing, games, chants, graphic organizers, and repetition to support the learning of Social Studies for ELLs. Social Studies teachers of ELLs must try to make real life connections to the topics in order to facilitate the comprehension of the material for ELLs. Social Studies teachers are provided with bilingual dictionaries, bilingual glossaries, online technologies to enhance comprehension.

EVALUATION PROCESS OF THE PROGRAMS - The success of our Freestanding ESL Program and the Special Ed Bilingual Program is based on the following criteria:

- the results of the ELA, Math, and NYSESLAT
- the number of ELLs promoted

- the number of 8th grade ELLs who graduate with their class
- the Quality Review
- Student Feedback
- Parent Feedback

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		