



J.H.S. 166 GEORGE GERSHWIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 166 GEORGE GERSHWIN
ADDRESS: 800 VAN SICLEN AVE
TELEPHONE: 718-649-0765
FAX: 718-927-2172

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900010166 **SCHOOL NAME:** J.H.S. 166 George Gershwin

SCHOOL ADDRESS: 800 VAN SICLEN AVE, BROOKLYN, NY, 11207

SCHOOL TELEPHONE: 718-649-0765 **FAX:** 718-927-2172

SCHOOL CONTACT PERSON: Maria Ortega **EMAIL ADDRESS:** MOrtega2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda King

PRINCIPAL: Maria Ortega

UFT CHAPTER LEADER: Linda King

PARENTS' ASSOCIATION PRESIDENT: Gladys Martir

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** Cluster 3 CFN 309

NETWORK LEADER: PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

SUPERINTENDENT: Dr. Nicole Williams

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
Maria Ortega	Principal	Electronic Signature Approved.
Linda King	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved
Marianne Weiss	UFT Member	Electronic Signature Approved. Comments: Approved
Phyllis Davis	UFT Member	Electronic Signature Approved. Comments: Approved
Jacqueline Bradley	UFT Member	Electronic Signature Approved. Comments: Approved
Gladys Martir	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approved
Yolanda Torres	Title I Parent Representative	Electronic Signature Approved. Comments: Approved
Renee Saunders	Parent	Electronic Signature Approved. Comments: Approved
Tony Yancey	Parent	Electronic Signature Approved. Comments: Approved
Heidi Waiters	Parent	Electronic Signature Approved. Comments: Approved

* 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.

The George Gershwin Intermediate School is a community of learners where students and parents are committed to life-long learning. We work collaboratively to provide a safe, supportive and nurturing learning environment. We have high expectations for all of our students and strive to leave no child behind. Through the use of systematic, explicit, standards-based instruction we aim to raise our students' levels of achievement.

Our guidance counselors outreach to our feeder schools in an effort to provide a seamless transition from elementary to middle school. We offer a college preparatory program, AVID (Advancement Via Individual Determination) that begins in grade 6 and involves the students in organizing their efforts and academic skills by researching and visiting high schools and colleges to focus them not only on secondary school but on the years beyond. For several years now, we have offered Integrated Algebra Regents course that affords 8th grade students an opportunity to earn two high school credits upon passing of the regents exam. Fitting it All Together Title IID grant that stresses understanding, analysis, and the authentic use of technology . This program is offered during the school day as well as afterschool. We offer advisory programs for incoming 6th grade students and mentoring programs for at-risk students through the use of guidance counselors, parent coordinator, and CBO's. The Sisterhood Club is run during the school day to address the needs of young adolescent females. The male students are mentored through an organization MAN UP who assist them in assimilating to middle school. SAPIS provides students with alternatives and decision-making skills to become leaders in the community. We offer extracurricular activities such as marching band, dance, and recording studio.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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. 166 George Gershwin								
District:		19	DBN #:		19K166	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88.8	89.9	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			89.9	89.31	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		123	105	128	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		217	202	203			69.8	86.2	79.4	
Grade 8		227	236	227						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			11	16	TBD	
Grade 12		0	0	0						
Ungraded		1	0	1	Recent Immigrants - Total Number:					
Total		568	543	559	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							3	6	4	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		93	67	72	Principal Suspensions		88	50	TBD	
# in Collaborative Team Teaching (CTT) Classes		7	9	6	Superintendent Suspensions		35	36	TBD	
Number all others		43	42	46						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	15	23	42	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	7	12	Number of Teachers	48	44	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	11	TBD
				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	29	22	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68.8	63.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	50	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	77	68	TBD
American Indian or Alaska Native	0.5	0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.2	92.4	TBD
Black or African American	79.9	76.8	76.4				
Hispanic or Latino	17.8	21.7	22.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	0.7	0.4				
White	0.9	0.7	0.2				
Multi-racial							
Male	55.5	54.1	54.6				
Female	44.5	45.9	45.4				
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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input checked="" type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	33.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

We are presently a Restructuring Year 2 school.

After completing a thorough analysis of our data, we noticed the following in ELA:

- The mean scale score for grade 7 has increased from 640.8 in 2009 to 644.9 in 2010.
- Our graduation cohort of 2010 has shown an increase in mean scale scores from their entering score of 628.2 in 2008 to 636.9 in 2010.
- Students performing at Level 4 remained the same from 2009-2010 with a percentage of .02%.
- Our school-wide ELA challenge in 2009-2010 was
 - An increase in Level 1's of approximately 28%.
 - A decrease in Level 2's to approximately 12% and
 - A decrease in Level 3's to approximately 20%.

Therefore, two of our goals this year are focused on improving ELA.

After completing a thorough analysis of Math, we noticed the following:

- The mean scale score for grades 7 and 8 have increased from the previous year
 - Grade 7 went from 651.8 in 2009 to 653.2 in 2010
 - Grade 8 went from 649.9 in 2009 to 655.2 in 2010
- Our graduation cohort of 2010 has shown an increase in mean scale scores from their entering score of 643.5 in 2008 to 655.2 in 2010.
- Students performing at Level 4 remained the same from 2009-2010 with a percentage of 3.3%.
- Our school-wide Math challenge in 2009-2010 was
 - An increase in Level 1 and 2 students of approximately 30%
 - A decline in Level 3 and 4 students of approximately 30%

Due to a negative growth percentile of 39% and a mean proficiency of 1.99 performing below grade level, one of our goals addresses our issues in Math

Attendance and safety go hand in hand in the support of academic achievement. If the students are not in school; they cannot learn the material and cannot achieve the rigorous demands that are outlined in our Common Core Standards. If they do not feel safe, they will not be able to absorb the

information sufficiently. We have chosen to focus on these two areas and thus are working on addressing these five goals in this year's CEP.

Overall, our most significant accomplishments to the school's continuous improvements have been our continuity in administration, our professional development team, the hiring of educational consultants, our parent coordinator, rigorous monitoring of our accomplishments and a shared vision by the entire school community. We work well together; collaboratively creating plans of action and then immediately implementing them. We believe that we are strong and thus embrace our strengths - working as a school community on our challenges. We project that we will do much better this year in terms of using data, progress report gains, learning environment surveys, and student achievement.

Our most significant barriers are consistency and academic rigor on the part of the staff as well as, lack of fluency and motivation on the part of the student. This requires that the administration be consistent in providing professional development opportunities and additional consultants year after year. This is how we make our mission and vision a reality.

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.

Annual Goal	Short Description
1. By June 2011, the number of students with disabilities (SWD) subgroup in Grade 6 making at least one year of progress will increase by 20% in ELA	Priority area for improved student performance (based on PR or other metric)
<input type="checkbox"/> 2. By June 2011, the percentage of level 1 students in Grade 8 will decrease by 10% in ELA	Priority area for improved student performance (based on PR or other metric)
3. By June 2011, our overall school-wide attendance will increase to 90%	Priority area for improved student performance (based on PR or other metric)
4. By June 2011, there will be an increased number of students who feel physically and emotionally secure, allowing everyone to focus on learning as indicated on our 2009-2010 Learning Environment Survey	By June 2011, there will be an increased number of students who feel physically and emotionally secure, allowing everyone to focus on learning as indicated on our 2009-2010 Learning Environment Survey
5. By June 2011, the number of English Language Learners (ELL’S) in Grade 8 making progress as measured by DYO benchmarks will increase by 20% in Math	Priority area for improved student performance (based on PR or other metric)

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

ELA

(where relevant) :

<p>Annual Goal # 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal # 1 By June 2011, the number of students with disabilities (SWD) subgroup in Grade 6 making at least one year of progress will increase by 20% in ELA</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><input type="checkbox"/></p> <p>Actions/Programs:</p> <ul style="list-style-type: none"> · System 44 · READ 180 · Academic Intervention Services · 37 ½ minute tutoring · Creative Arts Team – CUNY Collaboration · LeAP - Arts Based Learning Leads to Literacy Pilot · Extended Day <p>Strategies:</p> <ul style="list-style-type: none"> · Differentiated Instruction · Guided Reading · Benchmark Assessments · Differentiated Teacher Professional Development · Data Driven Instruction · Curriculum Mapping Modification · Content Area Support using Technology <p>Activities:</p> <ul style="list-style-type: none"> · Scantron Performance Series administered a minimum of three times per year

	<ul style="list-style-type: none"> · DRA – Running records to identify miscues and reading fluency · Teacher Team Meetings to track student data <p>Weekly Common Preparation Meetings to modify curriculum and analyze student work Inquiry Team meetings to discuss strategies and analyze student outcomes</p> <p>Responsible Staff:</p> <p style="padding-left: 40px;">Classroom teachers ELA coach Assistant Principals SETTS teacher LEAP and CAT instructors</p> <p>Timeline:</p> <p style="padding-left: 40px;">Benchmark Assessments – three times per year – October, January, May Scantron Performance series – three times per year - October, January, May</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Title 1 SWP, C4E, Title 1 ARRA, TLFSF, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Targeted students will be monitored for progress with the following instruments:</p> <ul style="list-style-type: none"> Uniform grade level assessments three times per year Monthly Portfolio Assessments ARIS Data DYO Benchmark Exams using NYS exams three times per year (October, January and March) <p>Projected gains are estimated at an increase of 5-10% in overall percentages on assessments for Level 1 and 2.</p>

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal # 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal # 2 By June 2011, the percentage of level 1 students in Grade 8 will decrease by 10% in ELA</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><input type="checkbox"/></p> <p>Programs:</p> <ul style="list-style-type: none"> · READ 180 · Academic Intervention Services · 37 ½ minute tutoring · Extended Day · Writing Fundamentals <p>Strategies:</p> <ul style="list-style-type: none"> · Differentiated Instruction · Guided Reading · Benchmark Assessments · Differentiated Teacher Professional Development · Data Driven Instruction · Supplemental Materials in ELA and Content Area Literacy <p>Activities:</p> <ul style="list-style-type: none"> · DRA and Scantron Performance Series administered a minimum of twice per year · Teacher Team Meeting to track Data · Common Preparation Meetings to modify curriculum and analyze student work · Supplemental Materials in ELA and Content Area Literacy <p>Responsible Staff:</p> <ul style="list-style-type: none"> Classroom teachers ELA coach Assistant Principals SETTS teacher LEAP instructor <p>Timeline:</p>

	<p>Benchmark Assessments – three times per year – October, January, May</p> <p>Scantron Performance series – three times per year - October, January, May</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Title 1 SWP, Title 1 ARRA, TLFSF, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Targeted students will be monitored for progress with the following instruments:</p> <ul style="list-style-type: none"> Monthly uniform grade level assessments within a genre Monthly Portfolio Assessments ARIS DYO Benchmark Exams using NYS exams three times per year (October, January and March) <p>Projected gains are estimated at a decrease of 10% in Level 1</p>

Subject Area
 (where relevant) :

ATTENDNCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #3 By June 2011, our overall school-wide attendance will increase to 90%</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Actions/Programs:

- Monitor and Verify Daily Student Attendance
- Increase Home Visits to decrease Long Term Absences
- Monthly Grade Level Honor Roll Activities
- Interaction Logs, Open Gym Intramural Program/Homework Pass
- Man-Up
- AIDP Counseling

Strategies:

- Monitor Daily Planners
- Daily Phone Calls
- Student/Parent Workshops
- Attendance Certificates
- Interaction Logs

Activities:

- Daily Announcements recognizing classes with 100% and improved attendance
- Monthly Student Recognition for Maintaining/Improving Attendance

- Conferencing Session for at-risk students with Guidance Counselors

- Trips/School Activities – Lunch with Principal

Responsible Staff:

- Family Workers
- Attendance Teacher

- Guidance Counselors
- Principal/AP
- Dean
- Social workers
- Parent Coordinator

Time Line:

	Daily review of attendance, Weekly reports, monthly meetings
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	TLFSF, AIDP, AIDP Attendance, Title 1 SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>Increased parent attendance at PTA meetings and in-house workshops</p> </div>

Subject Area
(where relevant) :

**LEARNING ENVIRONMENT
SURVEY**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Goal #4 By June 2011, there will be an increased number of students who feel physically and emotionally secure, allowing everyone to focus on learning as indicated on our 2009-2010 Learning Environment Survey
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>	<input type="checkbox"/> Actions/Programs: Student Handbook, Parent/School Compact Review of NYCDOE Discipline Code during school assemblies

	<p>Student Safety Surveys</p> <p>Strategies: NYCDOE Teacher Mentoring Program</p> <p>Classroom management professional development Professional development on Life Space Crisis Intervention provided by CFN and OSYD for staff</p> <p>Training for Parent Coordinator to provide workshops for parents</p> <p>Responsible Staff: Dean Assistant Principal On-Site Mentor (Holland) Teachers Guidance counselors Social Workers Parent Coordinator</p> <p>Timeline: Review of NYCDOE Discipline Code three times per year during Assemblies Student safety survey administered three times per year</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Title 1 ARRA, Taxy Levy Parent Coordinator Allocation, TLFSF, Title 1 SWP</p>

	<p>Math Coach ELL Teacher Assistant Principal</p> <p>Timeline: Benchmark Assessments – three times per year – October, January, May</p> <p>Scantron Performance series – three times per year - October, January, May</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>TLFSF, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Targeted students will be monitored for progress with the following instruments:</p> <ul style="list-style-type: none"> Monthly uniform grade level assessments Monthly Portfolio Assessments ARIS DYO Benchmark Exams using NYS exams three times per year (October, January and March) <p>Projected gains are estimated at an increase of 20% in overall percentages on subsequent assessments.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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								
6	92	95			10	10	4	30
7	124	117			48	8	6	48
8	189	163			30	6	10	80
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> ELA: System 44 READ 180 Academic Advantage Supreme Evaluations 37 ½ Minutes Teacher Intervention ELL's SETTS	<input type="checkbox"/> System 44, small group, during school READ 180, small group, during school small group, after school Leveled Materials, small group, before and after school Options, small group, during school
Mathematics:	<input type="checkbox"/> Mathematics: Academic Advantage Supreme Evaluation 37 ½ Minutes Teacher Intervention	<input type="checkbox"/> small group, after school Ladders to Success, small group, before school Workout , small group, during school
Science:	<input type="checkbox"/> Science: 37 ½ Minutes Teacher Intervention	<input type="checkbox"/> Leveled Material, small group, before school Measuring Up, small group, during school
Social Studies:	<input type="checkbox"/> Social Studies: 37 ½ Minutes Teacher Intervention	<input type="checkbox"/> Leveled Material, small group, before school Document-Based Question Review

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> At-risk Services Provided by the Guidance Counselor: Advisory SAPIS At Risk -Counseling Mentoring
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> At-risk Services Provided by the School Psychologist: one-to-one and small group, during school
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> At-risk Services Provided by the Social Worker: SAVE Room small group and one-to-one, during school
At-risk Health-related Services:	<input type="checkbox"/> At-risk Health-related Services: ENY Diagnostic Group

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELL'S)** 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 **NYCLES** in the manner 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.

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

In classrooms, the students work in small groups with the certified ESL teacher during the instructional period. There is support for ELL students who are taught in a culturally with more cognates and concepts (Spanish-Haitian-Creole) the same funding level as 2009-10, indicate below where the support will be any revisions to your school's approved 2009-10 Extended Day Program narrative and budget. Two days per week, two times a day for 20 weeks from November to May. There will be two groups of 10-15 students in each group serviced by one certified ESL teacher and one certified English Language Arts teacher. There will be a supervisor to ensure quality educational activities and a safe environment for the students. ELL's will participate in small group instruction program targeted content specific tutorial sessions. Students will participate in trips if done create opportunities in which acquire English and further their understanding of the city in which they live in. We have made prior revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made prior revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section II below.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The

The Barrio Oxford Picture Dictionaries' II and III below.
 Birthday in the Barrio (sample of bilingual books)

Section I: Student and School Information.

Discovering South America (series)
 Grade Level(s) history for Global Age (Targets ELL's)
6, 7, 8 Getting ready for the NYSESLAT

Number of Students to be Served:

ELL's data will be recorded by classroom teachers and sent to Learning Directions who will disaggregate their current performance and **non-LEP's** for analysis by school staff. Students will be monitored for academic growth and included in inquiry team and teacher team discussions.

Professional Development Program

Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.
School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

The ELL staff member attends professional development through opportunities offered through the office of English Language Learners as well as in house professional development training. This includes exposure to:

- ESL prototype
- Data analysis
- Comprehensive needs assessment
- Parental involvement
- Compliance and instructional issues
- Preparation for the NYSESLAT
- Program design for Common Core Standards
- Professional Development Schedule

September 2010 -Opening Conference	Identifying ELL's/Student Placement
October 2010	ELL Data Review
November 2010	Preparing for Parent/Teacher Conference; ELL Progress Reports; Engaging Parents
December 2010	ELL Data Review: Planning for Student Success
January 2011	Focus on Instructional Technology for ELL's/ Read 180/Achieve 3000
February 2011	Inquiry Team
March 2011	Monitoring Student Progress in ELA via Benchmarks
April 2011	Preparing for the NYSESLAT
May/June 2011	Comprehensive Mandated Training Series for New Teachers of ELL's (7 ½ hrs)

Section III. Title III Budget

—

School: I.S. 166

BEDS Code: 331900010166

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	\$10,071.00	<input type="checkbox"/> 2 teachers x 20 weeks x 2 days x 2 hours x \$49.89=7,982.40 1 Asst. Principal x 20 weeks x 1 day x 1 hour x \$52.21 = 1044.20

Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4500.00	<input type="checkbox"/> Kit@\$529.00 each 8/H Nystl#591377470
Educational Software (Object Code 199)	\$2000.00	<input type="checkbox"/> Computer Software – ELL Student Data Tracking – Learning Directions \$2000.00
Travel	N/A	<input type="checkbox"/> N/A
Other	\$429.00	<input type="checkbox"/> Admission Tickets
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

Major findings:

The Non English speaking parents noted that they sometimes had difficulty in learning about school events and services.

Therefore:

Non English speaking parents need to be contacted via mail or on the phone when applicable.

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.

Findings were reported via:

parent letters

parent workshops

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.

The school translates all information into various languages and mails it to the parent. If a parent attends a PTA meeting and needs Spanish translation services, it is provided for them through an in-house staff member. Much of the funds for translation and interpretation services will be used to pay for per session and messaging service.

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.

Oral interpretation will be provided by DOE members

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>.

The school will provide parents with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school will post in a conspicuous location (main lobby, main office, and parent coordinator's office) a sign indicating the availability of interpretation services.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	495,470	80,407	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,955		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,774	*	
4. Enter the anticipated 10% set-aside for Professional Development:	93,949	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
99%

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.

For new teachers:

The mentoring programs' overarching goals are to increase teacher retention, deepen the practice of new teachers and make significant gains in student achievement.

Coaches help new teachers design their lessons and meet with teachers after class and discuss classroom management strategies. Overall, our mentors have served to assist the new teachers in addressing challenges that arise in the classroom and help them to hone their skills.

They help them to become reflective about their teaching practices in relation to the Common Core Standards, teacher and student goals, assessments, and analysis of student performance. Our school based mentors fill out logs reflecting on their development using the professional teaching standards.

For experienced teachers:

Experienced teachers are encouraged to reflect upon their pedagogy. Professional development is differentiated to meet the needs of the staff.

Administrators and coaches at I.S. 166 work with staff on the following:

- Classroom environment
- Instructional initiatives
- Using technology to improve student learning
- Teacher and Student Goal setting

All staff members that are not highly qualified must submit documentation of their work toward qualification. Our coaches and administrators encourage teachers to attend appropriate classes and enroll for necessary coursework. This information on the completion of their requirement is kept by the payroll secretary,

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

George Gershwin, I.S. 166
800 Van Siclen Avenue ,
Brooklyn , NY 11207
(718) 649-0765/(718) 927-2172

2010-2011
Title I School-Parental Involvement Policy

School Goals:

- Provide a safe environment for all students, staff and parents
- Set high standards for all our children
- Strengthen and improve parent participation in children's education by providing parents with workshops and resources on curriculum, health/nutrition, mental health and special education
- Provide parents with information on local community based organizations who can provide services for housing, medical insurance, domestic violence and other community issues
- Ensure that high quality programs are provided for all students so that this will enable them to become high achievers and meet state standards

School Activities:

- Convene an annual meeting for parents of participating students in Title 1, Part A programs to explain the Title 1 requirements and the rights of the parent. The school will convene the meeting at a convenient time for parents and will offer a flexible number of parent involvement meetings. The school will invite all of the parents in this group and encourage all to attend.
- Hold parent teacher conferences during which the parent-teacher compact will be discussed as it specifically relates to the individual child's achievement. In addition to the scheduled parent-teacher conferences, the compact will be discussed at PTA meetings and adjustments made and approved during School leadership team meetings. Interpretation for the policy and the plan is available in English and Spanish. Interpretation is available at all meeting should any parent need the service. The parent coordinator will also be available at these meetings and will hold general information and orientation session for parents new to the 166 family.
- Provide parents with frequent reports on their child(ren)'s progress. These reports will be in both written and oral form. They will also be translated when necessary. Paper reports will be generated in between report card. Oral reports will be generated as needed.
- Provide parents with reasonable access to staff. The teaching staff will be available during their preparation periods during school hours preferably by appointment. The parent coordinator will be available to parents during school hours. Appointments can also be made to meet with administrators and counselors.
- **Parents are invited in the planning, review and adjustment of the Parent Involvement Policy and the school's Comprehensive Education Plan. Parents will serve on the school leadership team and all parent committees.**

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

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

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.



George Gershwin, I.S. 166
800 Van Siclen Avenue ,
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 (718) 649-0765/(718) 927-2172

2010-1011
 Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

<p>I.S. 166 will:</p> <p>I.S. 166, parents and students agree that this compact outlines how the parents, the staff, and the students will share the responsibility for improved student academic achievement and the means by which we will achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.</p> <p>I.S. 166 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s standards. <p>I.S 166 will foster a learning environment that ensures equity and excellence for students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students’ need for success. These concepts in unison with continuous progress and a continuity of caring will create a spirited learning environment to help all students meet the challenges of the future.</p> <ul style="list-style-type: none"> • Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held: <p>These conferences will be held twice a year. Parents will have the</p>	<p>The Parent/Guardian will:</p> <p>The ways in which parents will support their children’s learning, will be:</p> <ul style="list-style-type: none"> • Promoting positive use of my child’s extracurricular time • Monitoring attendance • Making sure that homework is completed • Monitoring television time. • Participating in decision -making • Staying informed via communicating through paper and electronic notices, and responding appropriately. • Serving, to the extent possible, on policy advisory committee. <ul style="list-style-type: none"> Communicating with child about his/her activities everyday. Communicating school core values and character traits, such as respect, hard work, responsibility and respecting the cultural differences of others. Helping my child understand and adhering to the school and DOE discipline policy. <p>The ways in which students will support their academic achievement, will be:</p>
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option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur during the same time that report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.

- Provide parents with frequent reports on their children's progress. Parents will receive phone calls from teachers based on student progress. Parents will also receive progress reports. Teachers will set up meetings with parents to discuss any immediate interventions that need to take place.
- Provide parents' reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Parents will be notified at the onset of the school year with information regarding parent/teacher conferences and important events. Parents will be given the opportunity to meet with their child's classroom teacher twice a year at the parent/teacher conferences. This will coincide with the issuing of report cards. Teachers will also be available to speak with during PTA meetings and by appointment throughout the year.

Student Responsibilities

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

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school.
- Give parent/guardian all notices and information received from school every day.
Come to school with all the necessary tools of learning – pens, pencils, books, etc.
Participate in class discussions and activities following all directions given.
Be honest and respect the rights of others.
Follow the school's dress code.
Study for tests and assignments.
Use the library to get information and to find books to read for enjoyment.

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.

After completing a thorough analysis of our data, we noticed the following in ELA:

- The mean scale score for grade 7 has increased from 640.8 in 2009 to 644.9 in 2010.

- Our graduation cohort of 2010 has shown an increase in mean scale scores from their entering score of 628.2 in 2008 to 636.9 in 2010.
- Students performing at Level 4 remained the same from 2009-2010 with a percentage of .02%.
- Our school-wide ELA challenge in 2009-2010 was
 - An increase in Level 1's of approximately 28%.
 - A decrease in Level 2's to approximately 12% and
 - A decrease in Level 3's to approximately 20%.

Therefore, two of our goals this year are focused on improving ELA.

After completing a thorough analysis of Math, we noticed the following:

- The mean scale score for grades 7 and 8 have increased from the previous year
 - Grade 7 went from 651.8 in 2009 to 653.2 in 2010
 - Grade 8 went from 649.9 in 2009 to 655.2 in 2010
- Our graduation cohort of 2010 has shown an increase in mean scale scores from their entering score of 643.5 in 2008 to 655.2 in 2010.
- Students performing at Level 4 remained the same from 2009-2010 with a percentage of 3.3%.
- Our school-wide Math challenge in 2009-2010 was
 - An increase in Level 1 and 2 students of approximately 30%
 - A decline in Level 3 and 4 students of approximately 30%

Due to a negative growth percentile of 39% and a mean proficiency of 1.99 performing below grade level, one of our goals addresses our issues in Math

Attendance and safety go hand in hand in the support of academic achievement. If the students are not in school; they cannot learn the material and cannot achieve the rigorous demands that are outlined in our Common Core Standards. If they do not feel safe, they will not be able to absorb the information sufficiently. We have chosen to focus on these two areas and thus are working on addressing these five goals in this year's CEP.

Overall, our most significant accomplishments to the school's continuous improvements have been our continuity in administration, our professional development team, the hiring of educational consultants, our parent coordinator, rigorous monitoring of our accomplishments and a shared vision by the entire school community. We work well together; collaboratively creating plans of action and then immediately implementing them. We believe that we are strong and thus embrace our strengths - working as a school community on our challenges. We project that we will do much better this year in terms of using data, progress report gains, learning environment surveys, and student achievement.

Our most significant barriers are consistency and academic rigor on the part of the staff as well as, lack of fluency and motivation on the part of the student. This requires that the administration be consistent in providing professional development opportunities and additional consultants year after year. This is how we make our mission and vision a reality.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Our schoolwide reform strategies include monitoring all students for progress with the following instruments:

- Uniform grade level assessments three times per year in ELA, Social Studies, Math and Science
- Monthly Portfolio Assessments
- Analysis of ARIS Data
- DYO Benchmark Exams using NYS exams three times per year (October, January and March)
- Curriculum Planning and articulation with all teachers at weekly common preparation meetings
- Weekly Inquiry Team to analyze instructional strategies and their schoolwide implications.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

We utilize:

37 1/2 minutes small group instruction

We offer:

After school ELA and Math extended day programs, summer success program

- o Help provide an enriched and accelerated curriculum.

We offer:

A Saturday Integrated Algebra Program, NYSTEM Summer enrichment program at StonyBrook University and Rensselaer Polytechnic Institute

o Meet the educational needs of historically underserved populations.

<p>ELA: System 44 READ 180 Academic Advantage Supreme Evaluations 37 ½ Minutes Teacher Intervention ELL's SETTS</p>	<p>System 44, small group, during school READ 180, small group, during school small group, after school Leveled Materials, small group, before and after school Options, small group, during school</p>
<p>Mathematics: Academic Advantage Supreme Evaluation 37 ½ Minutes Teacher Intervention</p>	<p>small group, after school Ladders to Success, small group, before school Workout , small group, during school</p>
<p>Social Studies: 37 ½ Minutes Teacher Intervention</p>	<p>Leveled Material, small group, before school</p>
<p>Science: 37 ½ Minutes Teacher Intervention</p>	<p>Leveled Material, small group, before school Measuring Up, small group, during school</p>

o 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.

At-risk Services Provided by the
Guidance Counselor:

Advisory
SAPIS
At Risk -Counseling
Mentoring

At-risk Services Provided by the Social
Worker:

SAVE Room
small group and one-to-one,
during school

At-risk Health-related Services:
ENY Diagnostic Group

o Are consistent with and are designed to implement State and local improvement, if any.

We administer DYO Benchmark Exams using NYS exams three times per year (October, January and March)

3. Instruction by highly qualified staff.

We presently have 96% ofb the staff that are Highly Qualified Teachers. The other 4% are currently taking NYS approved courses towards permanent certification.

All teachers that were hired are licensed and assigned according to to classes based on their license. Eligible staff will be encouraged to take the HOUSSE survey. Support is given in house by the UFTTC specialist and math coach

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.

High quality and onging professional development for teachers and paraprofessionals is given on site by the coaches. Pupil personnel and other staff members receive training at citywide workshops. Parents recieve training from the Title I parent representative during PTA meetings and parent workshops. The principal and assistant principals receive traing from the CFN and educational consultants.

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

We attend all job fairs and distribute a school brochure

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

- Collaborative Projects with our CBO's
- Student performances prior to parent and school meetings
- Use of technology to inform parents of student progress
- Contact with on site health service and collaboration with outreach 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.

- Common Planning Period
- Inquiry Team Meetings
- ARIS Connect
- Collaboration to create a school wide interdisciplinary curriculum map
- Development of Comprehensive Education Plan (CEP)

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.

- After and Saturday school programs which use data to prescribe and remediate concern areas
- High School partnership to reinforce Integrated Algebra
- 37 1/2 minutes small group tutoring
- Individualized technology based programs for identified AIS, ELL and SWD students

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.

-
- Collaborative Projects with our CBO's
- Contact with on-site health service
- Collaboration with outreach services

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			495,470	True	1,2,3,4
Title I, Part A (ARRA)	Federal	Yes			80,407	True	1,2,4
Title III	Federal	Yes			15,000	True	1,2,5
C4E	State	Yes			200,667	True	1
Tax Levy	State	Yes			2,649,658	True	1,2,3,4,5

¹**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.

²**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

. N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Restructuring Year 1 **SURR 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.

After completing a thorough analysis of our data, we noticed the following in ELA:

- The mean scale score for grade 7 has increased from 640.8 in 2009 to 644.9 in 2010.
- Our graduation cohort of 2010 has shown an increase in mean scale scores from their entering score of 628.2 in 2008 to 636.9 in 2010.
- Students performing at Level 4 remained the same from 2009-2010 with a percentage of .02%.
- Our school-wide ELA challenge in 2009-2010 was
 - An increase in Level 1's of approximately 28%.
 - A decrease in Level 2's to approximately 12% and
 - A decrease in Level 3's to approximately 20%.

Therefore, two of our goals this year are focused on improving ELA.

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.

Actions/Programs:

System 4
READ 180
Academic Intervention Services
37 ½ minute tutoring
Creative Arts Team – CUNY Collaboration
LeAP - Arts Based Learning Leads to Literacy Pilot
Extended Day

Strategies
Differentiated Instruction
Guided Reading
Benchmark Assessments
Differentiated Teacher Professional Development
Data Driven Instruction
Curriculum Mapping Modification
Content Area Support using Technology

Activities:
Scantron Performance Series administered a minimum of three times per year
DRA – Running records to identify miscues and reading fluency
Teacher Team Meetings to track student data
Weekly Common Preparation Meetings to modify curriculum and analyze student work
Inquiry Team meetings to discuss strategies and analyze student outcomes

Responsible Staff:
Classroom teachers
ELA coach
Assistant Principals
SETTS teacher
LEAP and CAT instructors

Timeline:
Benchmark Assessments – three times per year – October, January, May
Scantron Performance series – three times per year - October, January, May

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.

The 10 percent of the Title I funds for professional development are used to fund a school-based coach to support job embedded professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher mentoring program is supported by the coaches on a weekly basis. Documentation of their efforts are logged into the online DOE New Teacher Mentoring System.

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.

NCLB letters are sent to parents on a timely basis. All letters are translated into the languages of the student population.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
16
2. Please describe the services you are planning to provide to the STH population. Any student who enters our school is our a part of our school family for as long as they are here. We will provide them with after school programs such as LEAP which provides instruction in dance, and marching band and supports their social, emotional, physical and health needs. We recruit them into academic programs before/after school and on Saturday programs. We work collaboratively with our CBO's to provide "quality of life items" such as school supplies, bookbags, coats, and holiday food items. Each year we make sure that they attend functions that recognize their continued strive for success under stressful conditions. We work in conjunction with the ISC for summer programs. In the event that they leave, we follow-up with them to ensure that they have a smooth transition to their new location and to let them know that we are still there to offer support if they need us to do so.

Part B:

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).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_19K166_110110-083616.doc

George Gershwin Intermediate School 166

800 VAN SICLEN AVENUE BROOKLYN, N.Y. 11207 TEL. (718) 649-0765 FAX (718) 927-2172

Ms. Maria Ortega
Principal

Assistant Principals
Linda Ford
Victor Esannason

Language Allocation Policy

Narrative

I.S. 166 is a middle school located in District 19 (Brooklyn) in the Knowledge Network. The total school population is 520 students, with approximately 77% African American, 22% Hispanic, and 1% other. The total number of English Language Learners (ELLs) is 32 and ESL services are offered to all of these students. Students of various nationalities and home-based language (background) surveys make up the diverse student body of the school. The majority of students who receive services are of Spanish and French language descent. The most recent results of the NYSELAT indicate that 15 students are at the beginning level of English proficiency. In addition, there are 13 students on the intermediate level, and 4 students at the advanced level of English proficiency.

The LAP team consists of the following staff members: Bart Berger (Certified ESL Teacher), Freddy Balcarcel (Certified Spanish Teacher), Carol Melo (Q-TEL Trained), Sergio DeMesa (Certified English Teacher) and Victor Esannason (School Administrator).

There are 32 Ell's in the freestanding ESL program. Instruction consists of a push-in/pull-out model directed by one (1) fully certified ESL teacher. There are 15 Ell's at the beginning and 13 intermediate levels of English proficiency that receive two (2) units of ESL instruction weekly and 4 Ell's at the advanced level of English proficiency that receive one (1) unit of ESL and (3) units of ELA instruction weekly. This instructional program does not disrupt the mandated content area instructional program.

This program targets improving overall standardized test scores in the four components of language learning (listening, speaking, reading, and writing). The strategies utilized in this program include the Cognitive Academic Language Learning Approach (CALLA), which is an instructional model developed to meet the academic needs of students learning ESL. CALLA integrates academic language development, content area instruction, and explicit instruction in learning strategies for both content and language acquisition.

Intermediate School 166 identifies students who may be possible ELL's when their parent completes the Home Language Survey (HLIS). The school's pupil personnel secretary informs the AP and ESL teacher if a student is an ELL candidate. This student is interviewed by the licensed ESL teacher and the LAB-R is administered if necessary. Within 10 days of the test administration, a letter is forwarded home to the parents asking them to report to the school to review the language video in order to determine the type of service program. Parents report to the site, review the video in their native language and make a determination for their child. Parents are notified in writing of their selection and a copy is kept in the student's cumulative folder. In the past, approximately 90% of these parents have selected a freestanding ESL program.

Based on the assessment analysis, it is evident that reading and writing modalities are at a noticeably lower level than speaking and listening skills. The above patterns affect instructional decisions with greater emphasis on highly structured planning required to improve reading and writing skills. The patterns observed of ELL proficiency and grades indicated slight increases of improvement in reading and writing, but at a higher rate in speaking and listening.

The implication for the school's LAP and instruction are that there will be increased professional development for teachers and academic intervention services for students. SIFE students are provided with additional services such as extended day programs, afterschool and weekends. Additional teachers also provide support and enrichment during the day and after school program. Planning for ELL's in the United States less than 3 years, includes extended day and coordinating with mainstream teachers for the purpose of becoming more aware of student needs. Furthermore, these students will receive additional instructional support in either Read 180 or System 44 programs. ELL's who have been in the United States more than 3 years will participate in the extended day program with a focus on using differentiated reading and math materials to enhance their academic skills. Additionally, ELL's with special needs receive additional time on test, extended day, and specific instruction to meet academic needs.

It is our goal to support our 2nd year ELL's in reading proficiency on the NYSESLAT by scheduling them to participate in our intervention programs such as Read 180 and System 44. This is the second year of using these programs at our school site. System 44 pertains to the need for a strong foundation in phonics in order for a student to be able to decode words. Read 180 is for the student who has a foundation in phonics and now needs to strengthen their comprehension skills. These programs are offered to ELL's during the school day as well as any additional extended day program.

New students who enroll in our school are immediately introduced to all support staff including but not limited to the Asst. Principal, ESL Teacher, Guidance Counselor, Coaches, and the Parent Coordinator. This is done in an effort to inform the child of all the adults who will be working directly with them.

Performance Series Scantrons are used to assess literacy skills of all ELL'S. Students are scantroned after every 6 weeks of instruction to determine and monitor student growth. This information allows administration and teachers to determine individual ELL's next steps.

Furthermore, ELL's data from school wide quarterly benchmark assessments in each content area are extracted and analyzed in an effort to further understand individual student growth or deficiencies. Action plans are thus created in an effort to accelerate student learning.

Students who have reached proficiency on the NYSESLAT receive continued support through afterschool classes, one-on-one academic tutorial support and extended day until they graduate from our school to ensure their continued success.

Explicit ESL is delivered in each content area based upon the ESL's teacher collaboration with content area teacher. The teacher modifies the delivery of content according to the student needs. Additionally, the ESL teacher collaborates with ELA to provide instruction to meet the needs of the students.

Students are provided services through a push-in/pull-out program. The ESL teacher pushes in four periods per week for an advanced student and eight periods per week for a beginning student. Students are serviced through ELA and the content areas.

Several resources are used to provide support for the learning process. The following materials are used:

- The Basic Oxford Picture Dictionaries
- Birthday in the Barrio (sample of bilingual books)
- What A World (social studies)
- Discovering South America (series)
- World History for Global Age (Targets ELL's)
- Getting ready for the NYSESLAT
- Comprehension Matters Kit 6/8
- Breakaway Math Kit 6/8

Over the past five years, parents have been given a choice of the various programs such as TBE, Bilingual Education, and Dual Language. However, the latter two programs are offered at off campus sites. When parents arrive to our school they participate in a pre-selection conference where they are shown a video of options for their child. Parents will then select a program in consultation with our licensed ESL teacher, Parent Coordinator and school administrator. When parents select the TBE program at our school, students then receive the LAB-R exam and placed accordingly. If a student is not eligible, parents will be notified in writing via mail.

During the course of the school year, ELL's take a variety of benchmark assessments. This data is analyzed in order to determine next steps for each student. Intervention and enrichment programs are created to address individual student needs in an effort to accelerate student learning. In addition, students receive formal and informal classroom assessments. These students complete periodic practice NYSESLAT exams and are scantroned in an effort to determine individual growth.

Student's native language skills are used for instructional purposes. Students are provided with glossaries, dictionaries and additional resources. For beginning level students, foreign language is used as often as necessary through translation and summarized translation purposes. Intermediate and advanced level students use various contextual and cultural areas of study in an ESL multi-linguistic setting. This includes the incorporation of vocabulary word walls, word cognate study, idiom recognition, basic grammar points and comprehensions, as well as phonological awareness.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 166 George Gershwin					
District:	19	DBN:	19K166	School		331900010166

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.8	89.9	88.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	105	128	124				
Grade 7	202	203	164				
Grade 8	236	227	227				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	1				
Total	543	559	516				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	89.9	89.3	88.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	69.8	79.4	79.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	11	16	28

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	6	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	67	72	77	Principal Suspensions	88	50	147
# in Collaborative Team Teaching (CTT) Classes	9	6	14	Superintendent Suspensions	35	36	48
Number all others	42	46	53				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	44	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	11	10
# receiving ESL services only	23	42	TBD				
# ELLs with IEPs	7	12	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	4	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	29	22	48	% fully licensed & permanently assigned to this school	100.0	100.0	90.9
				% more than 2 years teaching in this school	68.8	63.6	63.0
				% more than 5 years teaching anywhere	50.0	50.0	60.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	68.0	71.7
American Indian or Alaska Native	0.0	0.2	0.6	% core classes taught by "highly qualified" teachers	80.2	92.4	89.4
Black or African American	76.8	76.4	76.6				
Hispanic or Latino	21.7	22.7	22.1				
Asian or Native Hawaiian/Other Pacific	0.7	0.4	0.6				
White	0.7	0.2	0.2				
Male	54.1	54.6	56.2				
Female	45.9	45.4	43.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	vsh	v	v	-	-		
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				P	
Overall Score:	39.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				WD	
School Environment:	4.9	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	25.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**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 type here	District 19	School Number 166	School Name IS 166
Principal Maria Ortega		Assistant Principal Victor Esannason	
Coach Marie Joseph		Coach	
Teacher/Subject Area Carol Melo/ELA/SS		Guidance Counselor Thandi Dowridge	
Teacher/Subject Area Sergio DeMesa/ELA		Parent Gladys Martir	
Teacher/Subject Area Bart Berger/ESL		Parent Coordinator Regina Powell	
Related Service Provider		Other	
Network Leader Martha Torres		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	514	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	6.42%
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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.

1. Intermediate School 166 identifies students who may be possible ELL's and Mr. Berger, ESL teacher, meets with the parents to complete the Home Language Survey (HLIS). The school's pupil personnel secretary informs the AP and ESL teacher if a student is an ELL candidate. This student is interviewed by Mr. Berger, the licensed ESL teacher and the LAB-R is administered if necessary. Within 10 days of initial enrollment and of the test administration, a letter is forwarded home to the parents asking them to report to the school to review the language video in order to determine the type of service program. Parents report to the site, review the video in their native language, speak to a school staff member in their native language to assist in the translation and make a determination for their child. NYSESLAT data is used annually to evaluate our ELL students. The NYSESLAT exam is administered yearly and identifies student performance in the areas of reading, writing, listening and speaking. Students are provided with targeted ESL services based on their performance. This data is analyzed in order to determine next steps for each student. Intervention and enrichment programs are created to address individual student needs in an effort to accelerate student learning. In addition, students receive formal and informal classroom assessments. These students complete periodic practice NYSESLAT exams and are scanned in an effort to determine individual growth.

2. When parents arrive to our school they participate in a pre-selection conference where they are shown a video of options which include Transitional Bilingual Education, Dual Language, and a Freestanding ESL program for their child. Parents will then select a program in consultation with our licensed ESL teacher and a speaker of their native language, Parent Coordinator and school administrator. When parents select the Freestanding program at our school, students then receive the LAB-R exam and placed accordingly. IS 166 does not have a TBE or Dual Language program. If a parent selects the aforementioned, they are sent to the school placement office to provide their child with their program of choice.

3. Entitlement letters are distributed to parents two ways. The ESL teacher provides the student with an entitlement letter to bring home and an additional copy is sent via mail. To ensure the Parent Survey and Program selection forms are returned the ESL teacher places a phone call to the homes of students who have not yet returned these forms. When forms are returned, a copy is placed in the student cumulative folder. These folders are stored and maintained in the main office.

4. Identified ELL students are administered the LAB-R assessment by the ESL teacher. Students who perform well and test out of the LAB-R are not eligible for ESL services. Students who score at the beginning and intermediate levels are scheduled to receive 8 periods of ESL services and students who score at the advanced levels are scheduled to receive 4 periods of ESL services. Entitlement letters are sent home to the parents of students receiving services and non Entitlement letters are sent to the homes of students who are not. Parent orientation is held upon the entrance of new admits to the country in an effort to inform them of these services. A translator is requested in order to assist during this meeting.

5. After reviewing the Parent Survey and Program Selection forms, approximately 90% of these parents have selected a freestanding ESL program.

6. The program model at our school 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>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							3	9	14					26
Push-In							3	0	4					7
Total	0	0	0	0	0	0	6	9	18	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	11
SIFE	4	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	13

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																					0	
Dual Language																						0
ESL	12	4	1		8	0	2		13	0	8										33	
Total	12	4	1		8	0	2		13	0	8										33	

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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							4	7	15					26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1		2					3
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		1					3
TOTAL	0	0	0	0	0	0	8	7	18	0	0	0	0	33

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.

1. a. The ESL teacher pushes-in / pulls-out four periods per week for an advanced student and eight periods per week for a beginning student. Students are serviced through ELA and the content areas.
- b. The program model consists of ungraded. Students are provided ESL services according to their NYSESLAT levels. Push-in and pull-out services are provided using this model.

2. The staff consists of a certified ESL teacher whose primary role is to service the ELL students in accordance to the mandated minutes required for each student.

a. Explicit ESL is delivered in each content area based upon the ESL's teacher collaboration with content area teacher. The teacher modifies the delivery of content according to the student needs. Additionally, the ESL teacher collaborates with ELA to provide instruction to meet the needs of the students. Students are provided services through a push-in/pull-out program. There are 26 ELL's at the beginning and intermediate levels of English proficiency that receive eight periods of ESL instruction weekly and 7 ELL's at the advanced level of English proficiency that receive four periods of ESL instruction weekly. Therefore, based upon student proficiency levels, ELL students will receive from 180 to 360 minutes per week as required under CR Part 154. During this time frame students will be involved in complex learning and critical thinking skills and tasks. Academic Language and discourse, along with benchmarks of scaffolding activities, would be the evidentiary indicator.

3. Literacy instruction is aligned with the New York State Content ELA Standards and New York City ELA Performance Standards and is designed to provide a solid foundation in the acquisition of literacy skills in order to prepare our students for high school and to meet the challenges of our informational and technological 21st century. By using the EMC Paradigm curriculum, our belief in a comprehensive literacy approach will continue to lead us to create an environment where our teachers instruct our students in the strategies good readers use before, during and after reading through modeling, thinking aloud, use of graphic organizers, mini-lessons, and higher order critical thinking skills. The program includes the components of balanced literacy.

Math instruction is aligned with the New York State Math Content and New York City Math Performance Standards and is designed to provide a solid foundation in basic math and algebraic skills in order to prepare our students for high school and to meet the challenges of our informational and technological 21st century. Impact Math is our curriculum supported by resources such as Glencoe Mathematics and New York State Coach. The math curriculum and pacing are aligned with New York State Department of Education Mathematics Standards.

Our science program is aligned with New York State Science Intermediate Level Core curriculum for the living environment and the physical setting and also with the New York City Science performance standards. It is designed to provide a solid foundation in the areas of life, physical and earth science. The NYS Grade Eight Assessment, demands knowledge in all three of the above noted areas. It represents the current New York City spiraling curriculum taught in grades 6-8.

Our Social Studies is aligned with the New York State Social Studies Core Curriculum and the New York City Performance Standards. Our students study World History and American History. In addition, the core knowledge social studies curriculum represents further instruction in world and American history and geography using traditional or basic social studies knowledge. The New York State grade Eight Assessment focuses on multiple choice and document based questions which are included in our daily instructional activities.

ELL students have a student program which allows them to participate in each subject area during the school day inclusive of classroom instruction and activities. Teachers are encouraged to have the ELL students present in their subject area classes to work cooperatively with

one or two students during the work period. Academic Intervention services are provided to ELL students during 37 1/2 minutes in the morning. In addition, Read 180 and System 44 programs have been implemented to support out ELL program. ELL students also receive supplemental instruction during the extended day program twice a week. The strategies utilized in with the ELL's include the Cognitive Academic Language Learning Approach (CALLA), which is an instructional model developed to meet the academic needs of students learning ESL. CALLA integrates academic language development, content area instruction, and explicit instruction in learning strategies for both content and language acquisition.

4. Differentiation for the ELL students takes place both in the classroom and with ESL services.

a. SIFE students are provided with additional services such as extended day programs and afterschool programs. Additional teachers also provide support and enrichment during the day and after school program. During their push-in/pull-out services, SIFE students are provided with illustrations and visuals to assist with learning.

b. Planning for ELL's in the United States less than 3 years, includes extended day and coordinating with mainstream teachers for the purpose of becoming more aware of student needs. Furthermore, these students will receive additional instructional support in either Read 180 or System 44 programs.

c. Ell's who have been in the United States from 4- 6 years will participate in the extended day program with a focus on using literacy and language skills to enhance their academic skills.

d. The plan for ELL's who have been in the United States for 6 years will participate in extended day and and afterschool programs with a focus on reading and writing skills to enhance their academic skills to advance student learning.

e. Additionally, Ell's with special needs receive additional time on test, extended day, push in support and specific instruction to meet academic needs.

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

5. Targeted intervention programs for ELL's in ELA, math, and other content areas include: peer tutoring during classroom instruction, tutoring during extended day, team teaching and intervention during afterschool programs (spanish), and small group instruction during ESL services and classroom instruction. Differentiated instruction which includes the use of graphic organizers, additional time on task, modified guided reading and writing activities.

6. It is our goal to support our 2 year ELL's in reading proficiency on the NYSESLAT by scheduling them to participate in our intervention programs such as Read 180 and System 44. The latter two are new to our school site this year. These programs will be offered to ELL's during the school day as well as any additional extended day program.

7. For the upcoming school year, we will consider implementing a programmed intervention period for the beginner and intermediate students in the computer lab where technology will be used to support ELL students.

8. There are no programs or services that will be discontinued for ELL students.

9. ELL students can participate in any of our many after school and extracurricular activities. The ELL afterschool program consists of one ESL teacher, team teaching with an ELA teacher with fluency in Spanish. Students work in small groups using additional resources to increase language skills. Resources include workbooks, intervention kits and web/computer based programs to enhance learning. Support services such as student advisories, conflict management and resolution and peer mediation are provided to our students. They are inclusive of the ELL student population.

10. ELL students received additional support material to support their academic progress. These materials include NYS Coach in ELA and Math, Workout in Math, Buckle Down in Math and Reading Intervention Resource Kit in ELA..Performance Series Scantrons are used to assess literacy skills of all ELL'S. Students are scantroned after every 6 weeks of instruction to determine and monitor student growth. This information allows administration and teachers to determine individual ELL's next steps. Furthermore, ELL's data from school-wide benchmark assessments in each content area are extracted and analyzed in an effort to further understand individual student growth or deficiencies. Action plans are thus created in an effort to accelerate student learning.

11. Student's native language skills are used for instructional purposes. For beginning level students, foreign language is used as often as necessary through translation and summarized translation purposes. Intermediate and advanced level students use various contextual and cultural areas of study in an ESL multi-linguistic setting. This includes the incorporation of vocabulary word walls, word cognate study, idiom recognition, basic grammar points and comprehensions, as well as phonological awareness.

12. Services and resources correspond to both the age and grade level of the ELL students.

13. New students who enroll in our school are immediately introduced to all support staff including but not limited to the Asst. Principal, ESL Teacher, Guidance Counselor, Coaches, and the Parent Coordinator. This is done in an effort to inform the child of all the adults who will be working directly with them. At the beginning of the school year, the ESL teacher assists ELL students with their student program and locating their various classrooms and activities.

14. The language elective offered to the entire school population is spanish.

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.

1. We offer a strong professional development program for staff serving ELL's. The ELL staff member has attended professional development offered through the Office of English Language Learners as well as in house professional development training to be exposed to best approach methodology, ESL Prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. The ESL teacher will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies, alignment to core curriculum, and the application of ESL prototype. All staff working with ELL's receive professional development from the administration, coaches and outside consultants.

The following professional development schedule has been created for the 2010-2011 school year. (These workshops have been created to provide all staff members professional development for meeting the needs of our English Language Learners.

Professional Development Schedule

September 2010 -Opening Conference Identifying ELLs/Student Placement

October 2010 ELL Data Review

November 2010 Preparing for Parent/Teacher Conference; ELL Progress Reports; Engaging Parents

December 2010 ELL Data Review: Planning for Student Success

January 2011 Focus on Instructional Technology for ELLs/ Read 180/Achieve 3000

February 2011 Using strategies in the classroom to improve student achievement

March 2011 Monitoring Student Progress in ELA/Math via Benchmarks

April 2011 Preparing for the NYSESLAT

May/June 2011 Comprehensive Mandated Training Series for Teachers of ELLs
(7 ½ hrs)

2. We provide support to staff to assist ELLs as they transition by having workshops on Qtel training and support from outside consultants. Furthermore, as the ELL's move on to High School, guidance counselors from receiving schools are notified and informed to continue the services received by our ELL population in an effort to provide continuity of services.

3. Approximately ninety (90) percent of our school Staff was provided with the Comprehensive Mandated Training Series for Teachers of ELL's in June 2010 (7 ½ hrs training) and new staff will have the same opportunity to complete the training as per Jose P. Teachers who have completed the training have received a completion of training certificate which has been copied and stored in their personnel file. Our payroll secretary maintains the files and updates out table of organization as a result of those who have completed the training.

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?

1. In partnership with the parent coordinator, we continue to provide workshops in the native language of parents on topics such as school procedures, rights and responsibilities of parents, and school and community resources.
2. The school has partnered with the Beacon Program and the ENYDC to provide services to parents, inclusive of ELL parents.
3. The needs of the parents are evaluated via feedback provided by parents during previous/ current workshops and by analyzing trends within the school community.
4. The parental involvement activities address parental needs by providing resources and support which can be utilized both in school and at home.

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)							2	4	7					13
Intermediate(I)							2	2	9					13
Advanced (A)							2	3	2					7
Total	0	0	0	0	0	0	6	9	18	0	0	0	0	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6		1		3			4
7		5		1			6
8		8		4			12
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		4						4
7	3		3		1				7
8	5		5		2				12
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		11		2				19
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	9		7		2				18
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
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)								
Chinese Reading Test								

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?

growth or deficiencies. Action plans are thus created in an effort to accelerate student learning.

2. Based on the assessment analysis, it is evident that reading and writing modalities are at a noticeably lower level than speaking and listening skills across proficiency levels and grades. These areas of deficiency are addressed in our afterschool program for ELL's. This after school program is instructed by the ESL teacher Mr. Berger and Mr. Demesa, English teacher, who is fluent in Spanish. Furthermore, it has been the trend that students who are eligible for services based on the LBR, parents have selected the Freestanding ESL program here at IS 166.

3. The above patterns affect instructional decisions with greater emphasis on highly structured planning required to improve reading and writing skills. The patterns observed of ELL proficiency and grades indicated slight increases of improvement in reading and writing, but at a higher rate in speaking and listening.

4. For the ESL program:

a. The pattern observed across proficiencies and grades is a lower performance in reading and writing skills. ELL students haven't taken these assessments in English in lieu of their native language. At the time student have entered grade eight (8), results have shown that students have showed performance growth as indicated on their NYS ELA Exam.

b. The information from the ELL Periodic Assessments allows both administration and teachers to determine individual ELL next steps. This data is analyzed in order to determine next steps for each student. Intervention and enrichment programs have been created to address individual student needs in an effort to accelerate student learning. In addition, students receive formal and informal classroom assessments. These students complete periodic practice NYSESLAT exams and are scanned in an effort to determine individual growth.

c. The school is learning that ELL students are deficient in both the reading and writing component. However, this deficiency is also consistent with our non ELL population as well. Furthermore, it is quite noticeable that our school ELL's perform better in Math than ELA. Native language has been utilized to assist with translation and vocabulary development.

6. The evaluation process used to determine the success of our programs is the performance of the ELL students on the NYS ELA exam, NYS math exam and NYS grade 8 Science exam. The data is used to compare the results of the general education population to the LEP population of students. The program is evaluated as successful if the achievement gap is minimal between the two subgroups.

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.

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Additional Information

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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		