



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GEORGE GERSHWIN IS 166

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K166

PRINCIPAL: MARIA ORTEGA **EMAIL:** MORTEGA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE MARIE MILLS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Maria Ortega	*Principal or Designee	
Linda King	*UFT Chapter Leader or Designee	
Gladys Martir	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Regina Powell	Member/ Parent Coordinator	
Yolanda Torres	Member/ Parent	
Marianne Manning-Weiss	Member/Teacher	
Chantel Lucien	Member/Teacher	
Tony Yancey	Member/Parent	
Jenny Lara	Member/Parent	
Aura Estrella	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

The school will make academic yearly progress in English Language Arts by moving 10 percent of students in grades 6-8 performing at level 1 or 2 to level 2 or 3 as measured by the June 2012 NYSTP English Language Arts Examination.

Comprehensive needs assessment

The school is in need of making its AYP. All subgroups demonstrate a need to move to proficiency based on NY State summative assessments as recent as 2011.

Instructional strategies/activities

The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

- a. The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.*
- b. Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.*
- c. School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(es)*
- d. Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks. Administrative oversight will act as quality control in the creation and implementation of task bundles.*

Strategies to increase parental involvement

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the

languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA teachers.
- The personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- A Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.
- Assistant Principals provided targeted professional development

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Additional teachers to reduce class size
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

The school will make academic yearly progress in Mathematics by moving ten percent of students in grades 6-8 performing at level 1 or 2 to level 2 or 3 as measured by the June 2012 NYSTP Mathematics Examination.

Comprehensive needs assessment

The school is in need of making its AYP as demonstrated in the most recent summative 2011 math assessment.

Instructional strategies/activities

The School Planning Team will participate in Network sponsored professional development designed to support their identifying and/or creating task bundles aligned with Common Core Standards and which include rigorous student work for all students.

- a. The School Planning Team will plan for professional development with grade and department teams supporting the acquisition of skills and knowledge related to creating and implementing the described task bundles and their assessment component.
- b. Network in school professional development and task creation support provided by the Network Instructional CCLS Coach.
- c. School Coaches and administration will support their teachers on implementing the aligned task bundles with their class(s)
- d. Grade conferences and department meetings will secure the creation, implementation, and collaborative understanding of these tasks. Administrative oversight will act as quality control in the creation and implementation of task bundles.

Strategies to increase parental involvement

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified Math teachers.
- The personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- A Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.
- Assistant Principals provided targeted professional development

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Additional teachers to reduce class size
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

As measured by the curriculum mapping and alignment coaching rubric, 100% of teachers will participate in the development and implementation of at least 1 performance based assessment in English Language Arts and Mathematics by March 2012. As a result, 100% of students will be engaged in Common Core Learning Standard aligned content and produce work products that reflect the demands of the CCLS as measured by CCLS aligned rubrics.

Comprehensive needs assessment

As all subgroups have failed to make AYP in ELA and Math and in response to the Chancellor's instructional expectations and the NYS adoption of the Common Core Learning Standards, school instructional leadership and teacher teams have identified the use of CCLS aligned performance tasks as a vehicle for examining student work. All students will engage in at least one literacy task and one math task aligned to strategically selected Common Core standards through the work of implementing a task, teachers will begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core.

Instructional strategies/activities

- Teachers will receive professional development on utilizing the five tools provided by New York City's Children First Intensive (ARIS, periodic assessments, quality review, inquiry team, and progress report).
- The assistant principal, coaches, and data specialist will provide teachers support in collecting, analyzing, and disaggregating data by sub-groups.
- Teachers will participate in an item-skills analysis of data from previous state exam results.
- ELA teachers will administer three diagnostic writing assessments to obtain student baselines and create goals.
- ELA teachers will participate in weekly content area meetings to create and revise curriculum and pacing calendars.
- Math teachers will administer a math diagnostic to obtain student baselines and create goals.
- Math teachers will participate in weekly content area meetings to create and revise curriculum and pacing calendars.
- Administration will review school-wide, grade level, class, and student data to measure individual student progress as well as the quality of instructional practice during formal/informal observations, and individual conferences.

Strategies to increase parental involvement

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA and Math teachers.
- The personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

- A Guidance counselor to support academics as part of school's efforts to improve attendance and social-emotional well being of Level 1's and 2's.
- Assistant Principals provided targeted professional development

Budget and resources alignment

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Additional teachers to reduce class size
- Professional instructional materials to support curriculum development during the regular school day.
- Teacher per session for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	74	69						
7	131	124						
8	142	118						
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • AIS, small group, during school day twice a week for 100 minutes • American Reading Company (ARC) 100 Book Challenge, small group, after-school • SES, small group, after-school and one-on-one home tutoring, weekly
Mathematics	<ul style="list-style-type: none"> • AIS, small group, during school day twice a week for 100 minutes • Glencoe, small group, after-school • SES, small group, after-school and one-on-one home tutoring
Science	<ul style="list-style-type: none"> • Glencoe, small group, during school day once a week for 50 minutes
Social Studies	<ul style="list-style-type: none"> • Holt-McDougal, small group, during school day once a week for 50 minutes
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Counseling sessions, small group and one-to one, during school day weekly for 30 minutes
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Re evaluations as needed during the school day
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Counseling sessions (ERSS), small group and one-to one, during school day weekly for 50 minutes
At-risk Health-related Services	<ul style="list-style-type: none"> • ENY Diagnostic and Treatment Center, one-to-one, from 8-4

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 19K166

School Name: George Gershwin JHS 166

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In order to support the implementation of Common Core State Standards (CCSS) George Gershwin JHS 166 will use SINI funds to provide Staff Ongoing, High-Quality, and Job-Embedded Professional Development in the area of curriculum mapping. The professional development will assist us in our efforts to improve the academic rigor to meet the citywide instructional expectations for school year 2011-2012. In our Quality Review, one recommendation was to develop rigorous tasks across all grades and subjects to make sure all students make progress in their learning. In our JIT, it was recommended that teachers should be provided with professional development in teaching strategies that are focused on engaging students in the learning process. The strategies should promote active collaborative learning and be directly aimed at students taking a greater responsibility for their own learning. It was also recommended that teachers use the strategies in daily instruction and school leaders monitor for implementation. Therefore, we are using our SINI funds to offer teacher's research based professional development on how to prepare students to become college and career ready. Through a comprehensive professional development program for teachers and working with the renowned Dr. Marie Alcock to assist in our efforts, SINI funds will support these effective strategies for change.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school will implement AIS services to support our students. We have implemented 100 minutes per week of AIS services embedded into the school program. We will be using Successmaker which was funded through our School Improvement Grant to deliver supplemental instruction in order to allow learners who are less familiar with technology to begin building their digital literacy and receive practice in Reading and Math content areas. Students will experience innovative item types similar to

what they will encounter on the Common Core Assessments and accumulate valuable individualized data to drive instructional decisions.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Teachers will learn how to use common core aligned student data for Reading and Mathematics to implement an instructional program that is research-based and vertically aligned from one grade to the next. By engaging all students in at least one math task embedded in a rigorous curriculum unit aligned to the common core learning standards. Our school has been working towards incorporating the CCLS into our existing curriculum. In order to support the implementation of CCSS, we will use SINI funds to provide professional development to teachers on curriculum mapping.

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

We will provide high quality professional development through teacher mentoring. Our mentoring program consists of the use of coaches and non DOE mentors. During mentoring, teachers reflect on the instructional practices they use to address the students in their classrooms. Our teacher mentor model includes one to one coaching, teacher team planning, and collaborative inquiry.

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.

Parents will be notified in the following ways:

- Written mail notification
- Written notification sent home with students
- PTA Meeting
- SLT Meeting

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Mae Fong	District 19	Borough Brooklyn	School Number 166
School Name George Gershwin School of Music and Arts			

B. Language Allocation Policy Team Composition

Principal Maria Ortega	Assistant Principal Victor Essanason
Coach Marie Joseph	Coach type here
ESL Teacher Alberto Roman De Leon	Guidance Counselor Florence Okpala
Teacher/Subject Area Carol Melo/ELA/SS	Parent Gladys Martir
Teacher/Subject Area Sergio DeMesa/ELA	Parent Coordinator Regina Powell
Related Service Provider type here	Other type here
Network Leader Mae Fong	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	441	Total Number of ELLs	25	ELLs as share of total student population (%)	5.67%
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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 a trained pedagogue, Mr. De Leon, ESL teacher, meets with the parents to complete the Home Language Survey (HLIS). The schools pupil personnel secretary informs the AP and ESL teacher if a student is an ELL candidate. This student is interviewed by Mr. De Leon, the licensed ESL teacher and the LAB-R is administered if necessary. Any spanish speaking student is adminstered the Spanish LAB to assess native language literacy and proficiency. Within 10 days of initial enrollment and of the test administration, a letter is forwarded home to the parents in their native language asking them to report to the school to review a 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. This support is provided by Mr. DeLeon (Spanish), Ms. Joseph (Hatian-Creole) and the utilization of the Interpretation and Translation unit from the Department of Education representative who can speak their native language. NYSESLAT data is used annually to evaluate our ELL students. The NYSESLAT exam in 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. The school uses ATS data reports to ensure that all identified ELL's take the NYSESLAT exam. This process is first identified by the data report and then the testing coordinator Ms. Simmons ensures that all students identified on this report has sat for this exam. 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 which are scantroned in an effort to determine individual growth.

2. Within ten days of their arrival to our school, parents participate in a pre-selection conference where they are shown a video(in their native language) 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 required to be returned to the ESL teacher in five days. If the ESL teacher does not receive the forms, he places a phone call to the homes of students who have not yet returned these forms. When signed forms are returned, a copy is stored in the student cumulative folder and in the ESL binder which is maintained in the main office. Parents do elect at times to complete the entitlement letter and survey at the initial meeting after previewing the video in their native langauge. If they need additional time, the aforementioned process is applied.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	5
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	9

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						0
Dual Language										0
ESL	16	2	4	7		4	2			25
Total	16	2	4	7	0	4	2	0	0	25

Number of ELLs in a TBE program who are in alternate placement: 0

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							7	8	5					20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian						1	1							2
French						0	0							0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other							1	1	1					3
TOTAL	0	0	0	0	0	0	9	10	7	0	0	0	0	26

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. The ESL teacher pulls-out four periods per week for an advanced student and eight periods per week for a beginning and intermediate 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. 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 teacher's collaboration with content area teachers. 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 pull-out program. There are 19 ELL's at the beginning and intermediate levels of English proficiency that receive eight periods of ESL instruction weekly and 4 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 NYS CCLS 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

A. Programming and Scheduling Information

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 using the American Reading Company in their respective AIS classes. 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.

Our ESL teacher Mr. Deleon provides content area support through collaboration with content area teachers. Teachers and students are provided with content related glossaries in native languages, discussions in class amongst peers, and multi-linguistic classroom libraries.

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.
 - 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.
6. ESL teacher confers with the IEP teacher to ensure that every classroom teacher with ELL's has access to the IEP of student with disabilities. Furthermore, this collaboration between both teachers ensure that ELL-SWD receive the appropriate mandated instructional hours. This is then verified by the Special Ed. and ESL supervisor.

Courses Taught in Languages Other than English ⓘ

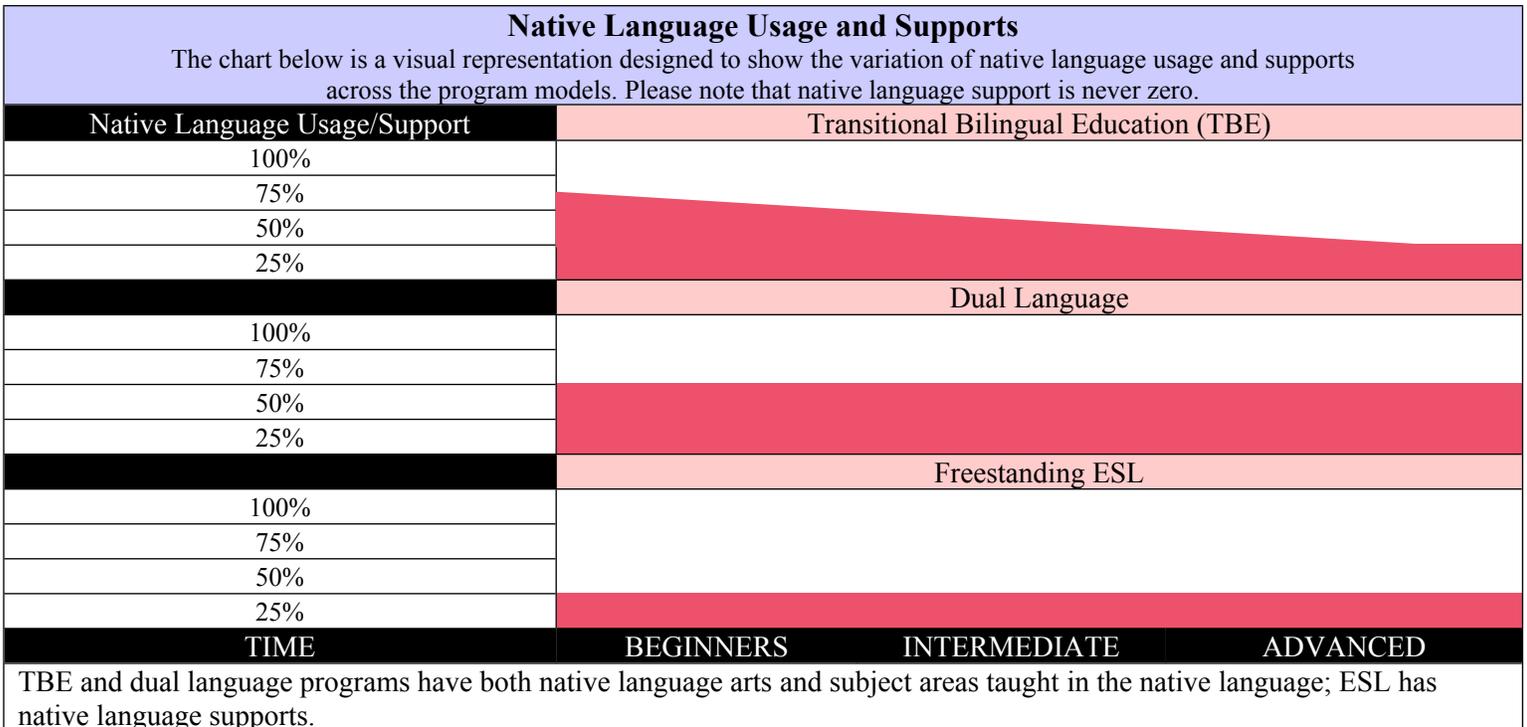
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

B. Programming and Scheduling Information--Continued

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

8. 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/english), 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, and the utilization of dictionaries and glossaries in their native languages. In ELA ELL's are utilizing the ARC reading program during the day and after school to assist with language acquisition. Furthermore, the ELL's subgroup will receive Success Maker, an academic intervention program to build language and mathematical skills.

9. 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 American Reading Company. This response to intervention program is new to our school site this year. This program will be offered to ELL's during the school day as well as any additional extended day program.

10. For the upcoming school year, we will maintain utilizing Scantron Performance Series in monitoring the progress of our ELL's, specifically our beginner and intermediate students utilizing the computer lab where technology will be used to support ELL students.

11. Read 180 and System 44 intervention programs have been discontinued for ELL students as a result of a decrease in funding.

12. 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.

13. 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.

14. 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.

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

16. 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.

B. Programming and Scheduling Information--Continued

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

8. 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/english), 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, and the utilization of dictionaries and glossaries in their native languages. In ELA ELL's are utilizing the ARC reading program during the day and after school to assist with language acquisition. Furthermore, the ELL's subgroup will receive Success Maker, an academic intervention program to build language and mathematical skills.

9. 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 American Reading Company. This response to intervention program is new to our school site this year. This program will be offered to ELL's during the school day as well as any additional extended day program.

10. For the upcoming school year, we will maintain utilizing Scantron Performance Series in monitoring the progress of our ELL's, specifically our beginner and intermediate students utilizing the computer lab where technology will be used to support ELL students.

11. Read 180 and System 44 intervention programs have been discontinued for ELL students as a result of a decrease in funding.

12. 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.

13. 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.

14. 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.

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

16. 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.

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 had originally partnered with the Beacon Program and the ENYDC to provide services to parents, inclusive of ELL parents. However, the program is currently suspended.

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.

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 2011-2012 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 2011 -Opening Conference Identifying ELLs/Student Placement

October 2011 ELL Data Review

November 2011 Preparing for Parent/Teacher Conference; ELL Progress Reports; Engaging Parents

December 2011 ELL Data Review: Planning for Student Success

January 2012 Focus on Instructional Technology for ELLs/ Read 180/Achieve 3000

February 2012 Using strategies in the classroom to improve student achievement

March 2012 Monitoring Student Progress in ELA/Math via Benchmarks

April 2012 Preparation for the NYSESLAT

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April 2012 Preparing for the NYSESLAT

May/June 2012 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 2011 (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 personel file. Our payroll secratery maintains the files and updates out table of organization to indicate those who have completed the training

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

1. Results from benchmark exams will be used as data to inform the instruction of the ESL teacher. Targeting the specific skills, as per the data, will allow the ESL teacher to provide differentiated instruction and meet the individual needs of the students. Weekly conferencing with ELA, Math, Science and Social Studies coaches will assist the ESL teacher in analyzing data to improve instruction. The ESL teacher will be supported by the instructional team and will seek support, if needed, through the office of English Language Learners. Performance Series Scantrons are used to assess literacy and math skills of all ELL'S. Students are scantroned each marking period 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.

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. De Leon and Mr. Demesa, English teacher, who is fluent in spanish. Futhermore,

Additional Information

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

Paste additional information here

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	3	1		8
7	3	2	2		7
8	3	1			4
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	3		5		1				9
7	4		4		1				9
8	1		3		1				5
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									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: G. G. School of Music & Arts		School DBN: <u>19K166</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19k166 **School Name:** IS 166

Cluster: 5 **Network:** 535

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school used the following needs assessment data and methodologies:

- a. Annual school report card-demographics data
- b. Informal Parent Interviews
- c. Analysis of ATS Reports – students' home-language data
- d. Analysis of Home Language Surveys
- e. School Progress Report
- f. Quality Review

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.

Major findings:

The Non English speaking parents noted that they sometime 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.

Findings were reported via:

- staff conference
- parent letters
- parent workshops

- department meetings

Part B: Strategies and Activities

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

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 postage. We will contact the Interpretation and Translation Unit for assistance in languages not available from an onsite staff member.

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.

An in-house staff member will provide translation in Spanish when applicable; otherwise we will contact the Interpretation and Translation Unit for assistance over the phone or in person;

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: George Gershwin JHS	DBN: 19K166
Cluster Leader: Debra Maldonado	Network Leader: Mae Fong
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 14 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our after school Title III program will serve 14 students from beginning to advanced levels who are in need of strengthening their language acquisition skills to go forward to English language proficiency. Students are in grades 6-8 and are part of all subgroups (newcomers, extended ELLs; LTE, ELL-SWDs. We feel interaction, socialization and communication are the skills most important for students to acquire second language proficiency. The program will be facilitated by our certified ESL teacher who has a rapport with the students and brings out their thirst for learning English. Our after school program runs two days a week for 2 hours per day, until June. The program will be conducted in English, with native language support through L1/L2 cognate awareness, bilingual glossaries, with an emphasis on academic language and vocabulary. The use of smart boards, listening centers, will help round out the use of technology to help prepare our students for high school and beyond, as will reading and analyzing novels, again to prepare our students for higher levels of education as per CCLS.

We will look into purchasing additional multicultural, multilingual classroom books, as well as computer software to help accelerate second language acquisition for our students.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our certified ESL teacher participates in bi-monthly network ESL meetings facilitated by our network ESL specialist covering topics such as Co-teaching models for push-in ESL classrooms; working with ELLs-SWDs, and best practices working with ELLs. He is expected to facilitate monthly turnkey sessions with our entire staff working with ELLs. Our new teachers are given the opportunity to register for Qtel institutes (most of our staff has already have been trained) and other professional developments offered by the Office of English Language Learners and outside sources. Our pupil accounting secretary has had professional development concerning the identification process for potential ELLs, as well as mainintaing the ESL binders.

Our PD schedule for the 2011/12 school year is as follows for all staff including guidance counselors, content area teachers, administration, and coaches);

September: identifying ELLs/student placement

October: ELL data review (ESL teacher, coach, administration)

November: ELL progress reports; engaging parents

December: ELL Data review: Planning for student success (content teachers/ ESL/coaches)

January: Focus on Instructional Technology for ELLs/ARC

February: Using ESL methodology and strategies to improve student achievement

Part C: Professional Development

March: Monitoring student progress in ELA/Math using benchmarks
 April: preparing for the NYSESLAT
 May/June: Comprehensive Training Series for Teachers of ELLs

Part D: Parental Engagement Activities

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

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

Begin description here: Research shows an involved parent is an engaged student. To help our parent become a partner in their students educational success we offer the following resources and support to be utilized by families both in school and at home.

- In partnership with the parent coordinator we provide workshops in the language of parents on topics such as school procedures, rights and responsibilities of parents, and school and community resources;
- Supplying our content area bi-lingual glossaries to our parents to help their child(ren) with homework, and assist parents in learning academic English language and vocabulary.
- Re-instatement of our BEACON program and the East New York Development Corporation to provide services to all parents (inclusive of ELL parents).
- Development of an adult ESL class to be facilitated by our parent coordinator.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		