



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: GEORGE GERSHWIN SCHOOL OF PERFORMING ARTS JHS 166

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

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

SUPERINTENDENT: JOYCE STALLINGS-HARTE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Gregory Grant	*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	
Jenny Lara	Member/Parent - Vice President	
Tony Yancey	Member/Parent- Treasurer	
Colette Grant	Member/Parent	
Lisa Roman	Member/Parent	
Kathy Barr	Member/Teacher	
Chantal Lucien	Member/Teacher	
Jacqueline Bradley	Member/Teacher	

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

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report

- “Content area teachers should plan lessons collaboratively during common planning time to ensure that all available data is used to address the individual needs of students and increase student achievement. The school leaders should closely monitor the work of the planning teams and their impact on improved student outcomes in ELA and mathematics in the classroom.” JIT p.6
- “The AP’s for ELA and mathematics should dedicate department meeting time to focus on using data to develop strategies to meet the individual needs of students. Data-driven strategies should include differentiation, informed grouping and effective use of technology. Previous training in this area should be reevaluated and more PD should be offered as necessary. Using data to drive instruction and learning should be a key focus for classroom observation by school leaders.” JIT p.7
- “The Network should assist the school leader in identifying outside expertise in team building strategies. A focus of this work should be to further improve staff morale and accountability and to ensure that the total school community is actively engaged in school improvement activities. The school leader should acknowledge the professional strengths of staff and celebrate success. The drive for high student achievement should be expressed through department meetings, student assemblies, parent-teacher association meetings, faculty conferences, the interface with community-based organizations and the SLT to ensure understanding and commitment from all stakeholders.” JIT p.4
- “The school leader should restructure the bell schedule to ensure that sufficient time is available for students to get to classes on time and, in doing so, reduce the loss of instructional time. The school leader should hold staff accountable for the efficient use of classroom time.” JIT p.3
- “The administration should provide training and guidance to staff on questioning techniques that encourage students to think critically and concisely explain an answer. They should raise staff expectations for students to ensure that responses from students are taken in an orderly way and are listened to. The administration should follow up the training with lesson observations and walkthroughs where there is a focus on questioning and student engagement.” JIT p. 4

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- | | | |
|--|--------------|--|
| <u> </u> 2.2 School leader’s vision | <u> x </u> | 2.4 School leader’s use of resources |
| <u> x </u> 2.3 Systems and structures for school development | <u> x </u> | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Through a clear and focused vision, by June 2013, Ms. Ortega the principal of JHS 166 will implement a plan of action that improves the progress and performance of all 166 learners as evidenced by the results of local and state assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Elmore's (2000) five principles of distributive leadership will be the research based model used to guide 166's leadership work. Elmore believes that distributed leadership plays a role in generating instructional improvement (Lashway 2003). Distributive leadership maintains that instructional improvement is now the measure of leadership success. The instructional process must be guided, rather than controlled by administrators. All the leadership must be organized around a common task and shared common values. Creating this unity is the principal's core responsibility. Thus, the research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes and create an environment that allows all students to achieve.

Professional Learning Communities (PLC's) (DuFour & Eaker, 1998) will further bolster and guide our leadership efforts.

Creating a collaborative community of learners requires 166's leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:

- Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (September, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.

- Principal and Asst. Principal Study Groups (September-June, ongoing)

- Targeted development of staff for shared leadership roles (ongoing) for staff members such as F. Holland, I. Faber, S. DeMesa and M. Stewart

- PLC model implementation used to analyze and identify problems, devise solutions, develop improvements in practice in Cabinet meetings

- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum including monitoring the Arts and Physical Education Programs

- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range of activities that appeal to all learners.

- Transparency; sharing information, problem solving, celebrations that include all 66 stakeholders

- Principal, Asst. Principal and Extended Cabinet weekly meetings (September thru June)

- Monthly School Leadership Meetings (SLT) (September-June)

- Newsletters, calendars, distribution and displays of data (monthly, ongoing)

- Fall and Spring calendars for staff (September/February)

- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).

- Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility
September thru June .

- Monthly purposeful evaluation of use of resources by the principal and school leaders

- Coordination of resources and support from Man-Up a community stakeholder and external provider, and grant funding

Key personnel and other resources utilized for implementation will include the Principal (M. Ortega), Asst. Principals (M. Joseph and V. Esannason), the School Leadership Team (SLT), instructional lead teachers and coaches (F. Holland and I. Faber), data specialist (M. Stewart), guidance staff (J. Bradley and F. Okpala) and paraprofessionals (E. Akingbade, W. Aristide, S. Brown, J. Nisbett, K. Whyte, D. Alvey, B. Vargas, G. Mejias, N. Warders, R. Glover, N. Williams and S. Young). External support staff includes the Network specialists and CFN support team.

Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January 2013, the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, a review of our mid-year Compliance Review, in-house surveys, a review of teacher observations, balanced budget and inventory review.

By June 2013 we will use the following assessment tools to measure progress and plan next goals: principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, the Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction
- Purchased Services

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- “Teachers should be provided with instructional resources that reflect the multicultural and linguistic backgrounds of the student population, with particular emphasis on native language and bilingual instructional resources. PD should be offered to teachers on ways in which these resources should be used most effectively to address linguistic and academic needs and the prior knowledge of ELLs.” JIT p.3
- “Teachers should be provided with both internal and external PD in the use of differentiated instruction to improve student performance in ELA and mathematics. The school administrators should closely monitor the use of differentiation within classroom practices and hold teachers accountable for full implementation. Practices should include the data-informed grouping of students. The Network should assist the school in identifying model programs for peer observations.” JIT p.3
- Teachers should be provided with PD in research-based instructional strategies for CTT. The PD should include modeling such effective practices as parallel teaching; station teaching; and one teach, one observe. These strategies should provide targeted intervention for students with particular instructional needs within the CTT classrooms. The school administration should hold teachers accountable through the observation process to ensure these practices are being implemented. In addition, the administration should take advantage of all PD opportunities offered by the Network relating to CTT instructional practices. JIT p.3
- “The school leader should provide regularly scheduled opportunities for the IEP team and support staff to articulate with teachers during common planning and inquiry team times. Support staff should regularly share their expertise with classroom teachers in the areas of social/emotional growth and in the ways that a student learns best. School leaders should monitor the impact of these meetings on classroom practice and student outcomes.” JIT p.3
- “The Network should take an active role in implementing the Restructuring Plan by assisting the school leaders in arranging a schedule of visits from ELA and mathematics specialists to support teachers so that they can improve their instructional skills and accelerate student learning”. JIT p.9
- “The Network should take an active role in implementing the Restructuring Plan by assisting the school leaders in refining skills in the analysis and use of the significant amount of student performance data that is now available.” JIT p.9
- “All teachers and administrators should participate in professional development (PD) that covers how to plan and implement a curriculum with rigor, as well as delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught. PD should be provided with Atlas, to insure that pacing calendars and curriculum maps ELA, NLA and ESL classes are created.” JIT p. 2-3

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, 6-8, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and multiple entry points
- A systemic approach of refining units of study
- Unit embedded formative and summative common assessments including simulated math and ELA exams using ARIS, Acuity, NAEP and EngageNY resources

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI) (Swanson & Deshler, 2003). RTI is a school-wide initiative that has as its ultimate goal school improvement across the 6-8 spectrum.

Our push-in model will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELL's) and increase the amount of instructional time on task by Mr. A. DeLeon pushing into the classroom, working with the teachers, students and providing P.D. in strategies for teaching ELL students

Key personnel and other resources utilized for implementation will include school leadership staff M. Ortega, M. Joseph and V. Esannason and School Leadership Team (SLT), coaches F. Holland and I. Faber, data specialist, M. Stewart. External support staff includes the Network personnel and external providers such as American Reading Company, Learning Systems Associates, National Training Network, ATLAS Rubicon, SuccessMaker and Casenex/Datacatation.

Targets to evaluate our progress, effectiveness, and impact will include:

- Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning September thru June, 3-8 week cycles: development of units of study. Teachers and administrators will work hourly after school on curriculum development and common core development. Fifteen teachers (in ELA, Math, Social Studies and Science) and their administrators on the curriculum team lead this curriculum work for thirty weeks articulating regularly with all teacher teams,

the professional development team and the cabinet.

Teachers and Teacher Teams are provided supplemental instructional supplies and classroom materials to provide feedback and assess instruction.

-beginning September thru June Monthly Professional Development (including Saturday offerings)

-Completion of cycles of observations that reflect implementation of this work

-By December, 2012 our Network will complete a full day instructional walk with the school leaders

-By January, 2013 completion of 4 observation cycles, By June 2013 - 62 formal and 122 informal observations will be completed

-By January 2013 - 30 formal observations

-By June 2013 - 62 formal observations

-Completion of Performance Tasks

-RTI training and implementation facilitated by our Network support specialists September thru June including development of a "core" RTI team

-Benchmarks and targets that demonstrate an increase in student progress and performance

In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols. Teacher Teams plan for 100 minutes on Thursdays and conduct Inquiry for 50 minutes on Friday. The teams are as follows:

6th Grade: W. Johnson (ELA/SS), R. Rose (ELA, SS, Sci., Math), Wyatt (Math), Hall (ELA), Manning-Weiss (Math/Sci.) and coaches F. Holland & I. Faber

7th Grade: A. Jackson (ELA), J. Howard (Math), Espinal (Math/Sci.), Melo (ELA/SS), Oriani (Math/Sci.), Hayes (ELA/SS) and coaches F. Holland & I.

Faber

8th Grade: S. DeMesa (ELA), M. Stewart (Math), Spielman (Math), Griffin (ELA/SS), Noel (Sci.) and coaches F. Holland & I. Faber

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 Priority/Focus

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principals) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

80 sessions school aide 4 hours per week

-Teacher/Para per session for professional development, and data specialist

50 sessions with 10 teachers, 4 hours per week

-NYSTL/School Library allocation/Software

-Students in Temporary Housing (STH)

-SAPIS worker allocation

-Supplies/Materials to support instruction

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- “The school leader should ensure that vacancies are quickly filled to alleviate any disruption to the academic program. The difficulty of recruitment should be referred to the Network in order to help identify suitable candidates for specialist roles. Guidance counselors should not be distracted by class coverage duties. More time should be allotted for counseling with response to intervention being managed by the dean.” JIT p.5
- “School leaders should make their expectations known to all teachers that additional skills and strategies acquired through PD offerings should be implemented through planning and instructional delivery in the classroom. School leaders should use walkthroughs and observations to evaluate the effectiveness and impact of PD on improving student achievement in ELA and mathematics, and on improving the overall quality of instruction and student learning.” JIT p.7
- “The Network should take an active role in implementing the Restructuring Plan by assisting the school leaders in ensuring that long term vacancies are being filled in a timely manner.” JIT p.9
- “The administrators should monitor lesson plans during classroom visits for the inclusion of effective questioning practices as well their implementation. Walkthroughs and peer observations should focus on observing the use of higher order questioning in practice.” JIT p.4
- “Teachers should be provided with PD in the use of questioning and development of higher order thinking skills within the learning process, particularly in ELA and mathematics. The school should use common planning time to develop higher order questioning tiers based on Bloom’s Taxonomy. The administrators should monitor lesson plans during classroom visits for the inclusion of effective questioning practices as well their implementation. Walkthroughs and peer observations should focus on observing the use of higher order questioning in practice.” JIT p. 3-4

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers’ individualized professional development plans with a focus on 1e, 3b, and 3d as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: “ The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism”(2007). In support of the work of teachers, our strategies and activities with timelines will include:

- PLC around the framework, which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)
- A tiered professional development plan that provides for whole school and individual teacher support (September thru June, ongoing)
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
- Preparing teaching in CCLS's and Instructional Expectations (ongoing) using mapping consultants such as Learning Systems Associates, curriculum training in Math with National Training Network, American Reading Company and Sound Reading in ELA/Literacy, Assistant principals (V. Esannason & M. Joseph) and in house coaches (F. Holland & I. Faber)
- Preparing teachers in the use of Research Based Interventions (RBI's) by Man-Up Consultants, Response to Intervention Team (M. Joseph, J. Lauterborn, S. Matthews, F. Love-Carvey, J. Bradley, F. Okpala and S. Rose as well as the Learning Environment Team (L. King, L. Chantel, V. Esannason, R. Brunson)
- Formal and informal observations using a feedback and tracking progress (September through June, 4 to 6 week cycles)
- Identification of points, coaches, lead facilitators and opportunities for their support
- Principal and Asst. Principal Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- By December, 2012 our Network will complete a full day instructional walk with the school leaders
- By January, 2013 completion of 4 observation cycles, By June 2013 - 62 formal and 122 informal observations will be completed
- By January 2013 - 30 Formal observations/ By June 2013 - 62 formal observations
- Teacher baseline, mid-year, end-year evaluations and self –evaluation
- October thru June, ongoing) Teacher feedback sessions
- October thru June, ongoing) Looking at Student Work protocol implementation during Teacher Teams and Inquiry meetings on Thursdays and Fridays
- January (analysis of mid-year student periodic assessment data)
- June through September: Analysis of state assessment data

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher per session for professional development, and data specialist
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- “To ensure that the total school community is actively engaged in school improvement activities.” JIT p. 4
- “The Principal should seek to establish a ‘Building Committee’ with representation from the schools that share the building. The committee should meet on a regular basis and establish procedures and protocols that help to establish greater harmony and respect between students from the two schools. The school leaders should closely monitor transition times and shared common areas and reduce the number of behavioral incidents.” JIT p. 6
- “The school leader should reallocate funding to support the delivery of the science curriculum within the school day. This should include the development of a science laboratory to ensure that students have the resources to meet all New York State (NYS) science requirements and promotional standards. The school leader should ensure that earth science labs are scheduled during the school day so that the highest level of participation on the Earth Science Regents can be achieved”. JIT p. 6
- “The school leader should ensure that the library is open during all scheduled periods. The librarian, content area coaches, a representative group of teachers and the APs should form a committee to assess the limited collection of titles in the library and develop a plan for expansion and optimal use. The AP who supervises technology should ensure that all computers within the library are operational and available to students and families”. JIT p. 6
- “The school safety committee should conduct an annual review of the code of conduct and make appropriate revisions. The monthly meeting of the safety committee should include a review of the On-line Occurrence Reporting System (OORS) report to identify trends and patterns that impact safety, impede student learning and interfere with teaching. The AP in charge of safety and the dean should provide guidance on approaches to behavior management within the classroom and in the hallways. The AP in charge of safety and the dean should undertake research into behavior management programs like Positive Behavior Intervention and Support (PBIS) and/or Response to Intervention (RTI) and implement the programs in the school .” JIT p. 5

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - b) key personnel and other resources used to implement these strategies/activities
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Our approach to culture building and social-emotional support is informed by a theory of action. **Positive Behavioral Interventions and Supports (PBIS)** (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
- Training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice by creating a Learning Environment Team who will survey school community three times during the school year
- Transitional supports via elementary to middle school Open Houses, middle to high school visits
- Trips to colleges and universities for students
- Student activities/community involvement/afterschool opportunities (September, ongoing)
- Attendance plan (September-June)
- Guidance and crisis intervention plan (September-June)
- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (workshops, breakfasts, evening events)
- Student recognition events and celebrations (September, December, January and June)
- Identify external supports, community based organizations (CBO's) such as Man-Up and Camba
- Utilize Man-Up Inc- a community based organization addressing peer mediation, conflict management and community building among students.
- Utilize Cultural After School Adventures (CASA) Incorporated to involve students in workshops and experiences that focus on the history and discipline of selected genres of music and dance. The culminating activity is a showcase that allows the participants, peers and community to express their talents.

240 sessions with 8 teachers, 95 students for 16 hours per week

Key personnel and other resources will include school leadership, teachers, guidance, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate the progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring by I. Jones and S. Dawson, M. Dodell, M. Ortega, M. Joseph and V. Esannason, mid-year, final attendance rate)
- Decrease in student lateness monitored by I. Jones and S. Dawson, M. Dodell, M. Ortega, M. Joseph and V. Esannason
- Reduction in classroom management issues
- Reduction in student suspensions monitored by V. Esannason
- Increase in activities and afterschool participation in the performing arts and ELA/Math support
 - 38 sessions with 4 teachers, 77 students for 3 hours per week for ELA
 - 40 sessions with 4 teachers, 60 students for 3 hours per week for Math
 - 40 sessions with 1 teacher, 17 students for 3 hours per week for Math
- Increase in academic achievement monitored in (1) Datacation/Pupilpath for teachers, parents and students, (2) guidance – Bradley/Okpala, and (3) admin (Ortega, Joseph, Esannason)

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network Budget Specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network Budget Specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/Para/School Aide per session for extended day learning and Saturday programs
- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school leader should ensure that there is appropriate parental representation on the SLT.” JIT p. 6

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

<input type="checkbox"/> 6.2 Welcoming environment	x	<input type="checkbox"/> 6.4 Partnerships and responsibility
<input checked="" type="checkbox"/> 6.3 Reciprocal communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child’s education and the receipt of increased feedback on each student’s learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligns to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 23 through 24 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Response to Intervention (RTI) (Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School, and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, student learning experiences, and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (September-June, ongoing)
- New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
- Parent Academy for Parent Leader Development

-Parent workshops on College and Career Readiness focusing on current 7th grade population and their families and workshops on Specialized High School admissions and the high school application process.

-Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office

-Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations)

-Monthly implementation of parental offerings (workshops, breakfasts, evening events)

-Student recognition events (September and June)

Key staff that will support this work includes school leadership, parent coordinator - R. Powell, pupil accounting secretary- M. Dodell, data specialist M. Stewart, guidance staff Bradley/Okpala, PTA President - G. Grant, community supports and our network support.

-Use of Parent Leadership Academy Resources and PupilPath in Datacation/Casenex which connects teachers, students and parents electronically

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-: Title 1 P/F Parent Engagement

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network Budget Specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

-Teacher/Para/School Aide per session for extended day learning and Saturday programs

-Teacher/Para per session for professional development, and data specialist

-NYSTL/School Library allocation/Software

-Students in Temporary Housing (STH)

-SAPIS worker allocation

-Supplies/Materials to support instruction

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, small group 1:10c.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Response to Intervention: <ul style="list-style-type: none"> • Re-teaching • Remediation • Skill development • Individualized instruction based on student levels 	<i>SuccessMaker Computerized Program</i> <ul style="list-style-type: none"> • Small group 1:10 <i>Sound Reading Program</i>	Embedded into daily instructional program 2 periods per week (100 minutes) Embedded into daily instructional program 2 periods per week (100 minutes) After school Learning Academies 3:00 pm - 4:30 pm
Mathematics	Response to Intervention: <ul style="list-style-type: none"> • Re-teaching • Remediation • Skill development • Individualized instruction based on student levels 	<i>SuccessMaker Computerized Program</i> <ul style="list-style-type: none"> • Small group 1:10 <i>Ready New York CCLS Instructional Program</i>	Embedded into daily instructional program 2 periods per week (100 minutes) After school Learning Academies 3:00 pm - 4:30 pm
Science	Small Group Instruction <ul style="list-style-type: none"> • Reading Essentials Instructional Support 	Differentiated Instruction	Embedded into daily instructional program
Social Studies	Small Group Instruction <ul style="list-style-type: none"> • The Interactive Reader Support 	Differentiated Instruction	Embedded into daily instructional program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interboro Mobile Response Team	1:1 Mental Health/Counseling Services	Monday-Friday 8:00 am – 3:00 pm
	School Based Mandated/At Risk Counseling	Small group	Monday-Friday 8:00 am – 3:00 pm
	SAPIS	Small group	Monday-Friday 8:00 am – 3:00 pm

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

In order to recruit teachers we work closely with our Network HR representative, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR representative to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we have invested in professional development. We offer professional development to teachers on various current topics provided by our network, CEI-PEA *CFN 536*, administrators, coaches, and pedagogues. Mentoring is provided in accordance with teacher needs, requirements, and/or mandates.

We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's Framework for Teaching. As a result, teachers reflect on their instructional practices and confer regularly with school leaders.

All professional development is research and evidence based. Research Based Interventions (RBI's) are emphasized in professional development opportunities, as well as through mini and formal observation processes. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, including the 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 their property
- try to resolve disagreements or conflicts peacefully
- always try my best to learn

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
------------------------------------	------------	----------------------	-----------	---	--------------

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 ⓘ

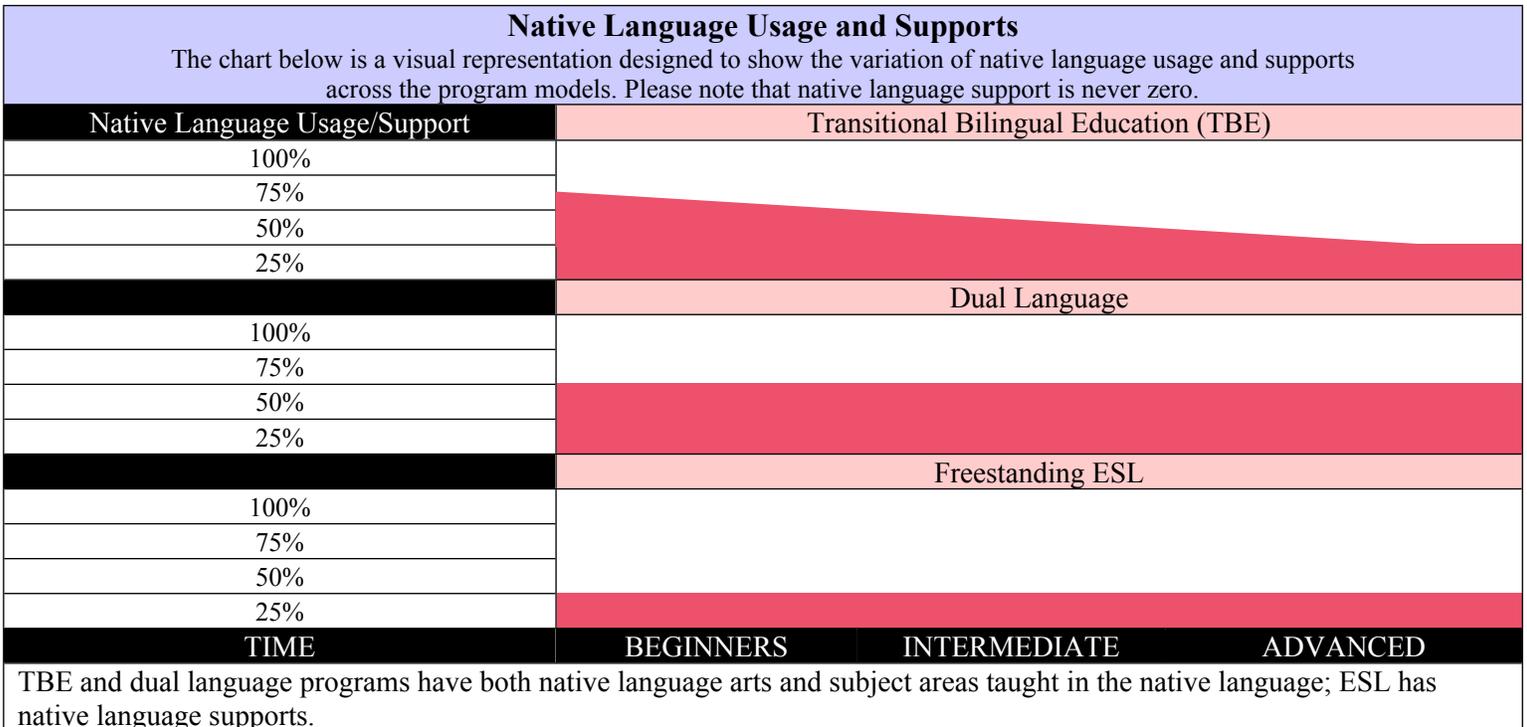
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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?
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.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

The following professional development schedule has been created for the 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 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 personnel file. Our payroll secretary maintains the files and updates out table of organization to indicate those who have completed the training

E. Parental Involvement

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

1. In partnership with the parent coordinator, we continue to provide workshops in the native language of parents on topics such as school procedures, rights and responsibilities of parents, and school and community resources.

2. The school 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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	2	3					8
Intermediate(I)							4	5	3					12
Advanced (A)							3	2						5
Total	0	0	0	0	0	0	10	9	6	0	0	0	0	25

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

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 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. Furthermore, it has been the trend that students who are eligible for services based on the LABR, parents have selected the Freestanding ESL program here at IS 166.

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

4. For the ESL program:

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: George Gershwin JHS 166	DBN: 19K166
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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 19 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 a certified ESL teacher who has a rapport with students and brings out their thirst for learning English. Our after school program runs two days per week for two hours per day until June, totaling 58 sessions. 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 through the American Reading Company (ARC), again to prepare our students for higher levels of education as per CCLS. We will purchase additional multicultural, multilingual classroom books (Milestones), Getting Ready for the NYSESLAT & Beyond, as well as computer hardware/software and other technologies to help accelerate second language acquisition for our students. There has been \$4,480 dollars allocated towards these materials/resources and the remaining \$6,720 allocated to direct instruction which includes teacher and supervisor per session.

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 will participate in 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 2012/13 school year is as follows for all staff including guidance counselors, content area teachers, administration, and coaches);

September: identifying ELLs/student placement Friday September 14, 2012

Part C: Professional Development

October: ELL data review (ESL teacher, coach, administration) Monday October 1, 2012
November: ELL progress reports; engaging parents Thursday November 8, 2012
December: ELL Data review: Planning for student success (content teachers/ ESL/coaches) Friday December 21, 2012
January: Focus on Instructional Technology for ELLs/ARC Friday January 11, 2013
February: Using ESL methodology and strategies to improve student achievement Friday February 8, 2013
March: Monitoring student progress in ELA/Math using benchmarks Friday March 15, 2013
April: preparing for the NYSESLAT Friday April 12, 2013
May/June: Comprehensive Training Series for Teachers of ELLs Friday May 10, 2013

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 and Camba (CBO), we provide workshops in the language of parents on topics such as school procedures, rights and responsibilities of parents, and school and community resources;

October 15, 2012 - Mobile Response Team - Identifying students with ADHD

November 17, 2012 - Thanksgiving Community Dinner Celebration (PTA, PC, CBO)

December 1, 2012 - Fostering Resilience in Students and Families

Tentative Dates (Auditorium)

January 17, 2013 - Diabetes Awareness (6pm-8pm)

February 9, 2013 - ARIS/Skedula Training (9-12)

March 14, 2013 - Motivating Your Child to Succeed (6pm-8pm)

Part D: Parental Engagement Activities

April 8, 2013 - Preparing Your Child for the NYSESLAT(6pm-8pm)

- 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.
- Our afterschool program CAMBA provides services to all parents (inclusive of ELL parents).
- Development of an adult ESL class to be facilitated by our parent coordinator in conjunction with our certified ESL teacher.

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 <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

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.
Other		
TOTAL		