



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: GEORGE GERSHWIN IS 166
DBN (i.e. 01M001): 19K166
Principal: MARIA ORTEGA
Principal Email: MORTEGA2@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: MEGHAN KELLEY

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Latrell Baxton	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Wesner Pierre	CBO Representative, if applicable	
Chantal Lucien	Member/ Staff	
Jacqueline Bradley	Member/ Staff	
Marianne Manning-Weiss	Member/ Staff	
Jenny Lara	Member/ Parent	
Carlos German	Member/ Parent	
Patrice Judge	Member/ Parent	
Collette Grant	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 19K166

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	234	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	11	# Drama	3
# Foreign Language	6	# Dance	2	# CTE	N/A
School Composition (2012-13)					
% Title I Population		73.9%	% Attendance Rate		87.9%
% Free Lunch		100.0%	% Reduced Lunch		0.0%
% Limited English Proficient		7.1%	% Students with Disabilities		27.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		1.0%	% Black or African American		76.9%
% Hispanic or Latino		21.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White		0.5%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		8.17	# of Assistant Principals		2
# of Deans		1	# of Counselors/Social Workers		3
% of Teachers with No Valid Teaching Certificate		2.6%	% Teaching Out of Certification		17.8%
% Teaching with Fewer Than 3 Years of Experience		23.1%	Average Teacher Absences		9.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		3.6%	Mathematics Performance at levels 3 & 4		3.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		25.8%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A

White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strength of IS 166's 2012-2013 SCEP lies in the implementation of Tenet 3 "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" and Tenet 4. By June 2013, the schools community will continue to adopt and implement a research based framework for Danielson Teacher Effectiveness as part of their teachers' individualized professional development plan with a focus on 1e, 3b and 3d as evidenced by several cycles of mini-observations, improved pedagogy, enhanced questioning strategies of student engagement and highly developed teacher teams." To date, we have effectively implemented these two Tenets and have exhibited growth in a majority of the strategies mentioned as evidenced by our continuous curriculum mapping and an increase of observable competencies in Danielson's <i>Framework for Teaching</i> .			
Describe the areas for improvement in your school's 12-13 SCEP.			
An area of improvement for IS 166 would lie in Tenet 2 "implement a plan of action that improves the progress and performance of all IS 166 learners as evidenced by the results of local and state assessments." Currently, we are working on decreasing the number of Level 1 students in ELA and Math.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One of the major challenges that IS 166 had while developing and implementing the SCEP was our change of school status from a Priority school to a Turn-around school and eventually to a Phase-out school. These changes necessitated a loss of staff members and key personnel. This has been a challenge to us because the staff are in unfamiliar positions and learning new curriculum has placed them at a disadvantage in the classrooms.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
IS 166 was highly successful in addressing Tenet 3 as evidenced by our creation of teacher-made Common Core-aligned units, with a minimum of 2 units per content area that incorporated rigorous student assignments and were accessible to all learners. Accommodations for ELL's and SWD's were made through modifications to lesson plans, resources/materials and student tasks/activities. Our school was also highly successful in Tenet 4 as evidenced by each teacher engaged in professional development that assessed effectiveness in three cycles - a baseline, mid-year (February) and end-of-year (May/June) feedback sessions. The principal and assistant principals conducted a total of 189 observations which positively changed the school's culture.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
One of our school's challenges is the adoption of the DOE's new ELA and Math common core implementation due to the inability of the teachers to prepare for the curriculum since the resources were not delivered to the school in a timely fashion. The other challenge concerns the change of teacher effectiveness being addressed by looking at three competencies last year as opposed to twenty-two competencies through four domains as required this year.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The academic target for students with disabilities subgroup is to reduce Level 1 performance in literacy and math by 20%. The academic target for the overage subgroup is to participate in academic intervention services for fifty minutes twice per week.			

Their intended outcome will be monthly growth in the Successmaker blended learning program. For the English Language Learners subgroup, students who are performing at an Advanced level will test out of the NYSESLAT.

Describe how the school leader(s) will communicate with school staff and the community.

The school leader and assistant principals will communicate with staff via weekly cabinet meetings, common planning sessions, teacher team meetings, monthly faculty conferences, and grade and/or department meetings. The school leader will communicate with parents via the SLT meetings, PTA meetings, monthly calendars, parental workshops, breakfast talks with the principal, Skedula, and Phone Messenger.

Describe your theory of action at the core of your school's SCEP.

The theory of action at IS 166 is that by collaborating with staff in cabinet meetings, common prep meetings, inquiry team meetings, and monthly faculty conferences we will foster teacher leadership and build capacity among all stakeholders. Our theory is if we create a culture of inclusivity in decision-making processes from all constituent groups this will drive student progress, student achievement, and teacher development. By adopting a new Common Core English Language Arts and Mathematics curriculum, implementing a plan for teacher effectiveness through the use of Danielson's *Framework for Teaching*, creating additional partnerships to foster social and emotional growth for students, and increasing opportunities for family engagement to improve parental involvement, then we will accomplish our goals.

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for the adoption of the new ELA and Math curriculum is to create teacher team opportunities to review, plan, and create rigorous tasks aligned to CCLS, analyze student work products, and revise teaching strategies based on current assessment practices. The strategy that the administration will use to effectuate improved teaching practices will include frequent teacher observations with an emphasis on strategic feedback and the examination of student work artifacts during face to face meetings. The strategies for nurturing social and emotional growth will include the creation of a conflict mediation center overseen by trained student peer mediators and implemented by Man Up, student workshops that develop positive behavior and attitudes toward school and improved attendance will be held by CBOs - Tomorrows Leaders and Girlfriends Talk. The strategies used to increase parental involvement will include additional workshop topics such as Common Core Learning Standards, blended learning activities through technology, breakfast talks, an additional opportunity for parent-teacher communication (January), and four progress reports before the end of each marking period.

List the key elements and other unique characteristics of your school's SCEP.

The key elements of our school's SCEP are focused interventions on subgroups, immediate interventions on benchmark assessment data, and a decrease in the number students scoring at Level 1 on NYS assessments in ELA and mathematics. We provide one on one teacher development meetings three times per year – initial planning conference, mid-year meeting, and culminating meeting to offer continuous feedback on goals and their progress. We currently offer a wide selection of elective courses for students including recording engineering, drama and theatre, dance, instrumental band program, martial arts, fencing, and a marching band program to promote greater student interest and attendance while addressing the kinesthetic aptitude of our student population.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school's capacity to effectively oversee and manage the improvement plan will be evident in a positive change in our school climate and culture, increase in student attendance, school developed artifacts such as curriculum maps, unit plans, and student work products, and will be measured by the ongoing knowledge and input by all school stakeholders in the creation and implementation of the action plan in the SCEP. In addition, the network staff, talent coach, and educational consultants provide layered onsite professional development in a variety of areas; such as teacher effectiveness, measures of teacher practice, management of resources, and other topics.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
“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			
Review Type:	JIT	Year:	2011
		Page Number:	4
		HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.			
	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the administrators will effectuate full implementation of a teacher effectiveness and teacher evaluation system utilizing Danielson’s <i>Framework for Teaching</i> as measured by classroom observations.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
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A. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards. 2.2 2. Supervisors will meet with teachers a minimum of three times per year to provide feedback on professional goals.2.5 3. Supervisors will meet individually with staff to review student data and develop strategies for improving individual learning targets and student outcomes.2.4 4. Principal, assistant principals, CEI-PEA, and instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies.2.3 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Principal, assistant principals 2. Principal, assistant principals, teachers 3. Principal, assistant principals, teachers 4. Principal, assistant principals, coach, CEI-PEA consultant, teachers 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. A minimum of two supervisory observations for each teacher will provide evidence of improved instructional practice. 2. An initial planning, mid-year, end of year conference on individual professional development goals for each teacher will be completed. 3. Completion on the initial review of student data and development of strategies for improving individual student achievement. 4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. September 2013– February 2014 2. September 2013- June 2014 3. September - November 2013 Initial Data Analysis – December 2013 – Benchmark Data Analysis - March – Progress Data 4. October 2013 – May 2014 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. School leader and APs will meet weekly from September 2013 to June 2014 during school day 	

- School leader and APs will meet with teachers three times per year during prep periods or scheduled times for planning conferences.
- School leader and APs will meet with teachers during common preps, professional periods, and preps to discuss student progress.
- School leader, APs, coach and consultant from LSA will meet fourteen times during the school year during September 2013 – June 2014. CEI-PEA consultant will meet with administration once per week for 40 weeks.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence (CFE) Coach

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Design engaging, rigorous, and coherent curricula including the arts for a variety of learners and align to key State standards

Review Type:	Quality Review 1.1	Year:	2011-2012	Page Number:	6	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, teachers will meet weekly in grade level teams (horizontal) and inquiry team meetings (vertical) to design and adjust units and lessons across the curriculum that are aligned to the CCLS and expose students to rich curricula as evidenced by classroom observations and student work.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- The Data specialist and APs will provide teachers with school-wide as well as individual student data in the areas of ELA and Math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum units which are aligned with the CCLS.3.5
 - Learning Systems Associates consultant, National Teachers Network consultant, and assistant principals will provide staff with training using Atlas Rubicon needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS.3.3
 - Network instructional staff, administration, and teacher teams will meet during common planning time to plan and align curriculum using Atlas Rubicon software.3.4
 - Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning and inform revision of instructional units.3.2
- B. Key personnel and other resources used to implement each strategy/activity**
- Data specialist, APs, teachers
 - Learning Systems Associates, National Teachers Network, assistant principals, coach, teachers
 - Network instructional staff, administration, coach, teacher teams
 - Teachers, coach, and APs

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Complete data analysis for students, implementation of weekly professional development and weekly inquiry team meetings.
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS.
3. Minutes of weekly planning sessions.
4. Observation of implementation of the LASW protocol during teacher team inquiry meetings.
D. Timeline for implementation and completion including start and end dates
1. September to June 2014
2. Monthly, October 2013 to May 2014
3. Weekly, October 2013 to June 2014
4. Weekly, October 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Scheduled time during the school day for common planning.
2. Per session for after school four times per week for 30 weeks.
3. Scheduled time during the school day for common planning using Atlas Rubicon software.
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
<ul style="list-style-type: none"> “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 “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 			
Review Type:	JIT	Year:	2011-2012
Page Number:	3-4, 7	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the school will improve teaching practices by offering professional development and coaching opportunities that focus on Danielson’s <i>Framework for</i>	

Teaching - specifically Domain 3. Teachers will grow at least 1 HEDI level in 5 competency areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Administration and coach will work directly with grade and subject area teams to ensure that units are in alignment with CCLS and informed by data.4.5
2. Coach will provide teachers with opportunities for demonstration lessons and feedback regarding ELA strategies used in conjunction with the Expeditionary and Science curriculums. She will support teacher teams as they develop ELA units and differentiate tasks for SWD and ELLs.4.2
3. Administration, coach, and consultants will facilitate PD activities for classroom teachers. Activities will include the development of CCLS reading and writing strategies in alignment with the grade level ELA, Math, Science, and Social Studies curriculum.4.3
4. Teacher programs include two periods per week of common planning time and one period per week of inquiry time. In grade teams, teachers will analyze and monitor data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities and to revise their lesson plans.4.5

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, Coach, classroom teachers.
2. Coach and classroom teachers.
3. Administration, coach, consultants, and classroom teachers
4. Administration, coach, and teacher teams

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrative observations of implementation of curriculum units in all classrooms.
2. Coach's schedule, review of unit development, curriculum maps, and planning agenda/minutes.
3. Demonstrated improvement in lesson planning and preparation and the designing of coherent instruction and assessments as evidenced by effective and highly effective formal and informal observations.
4. Ongoing monitoring, revising, and implementation of effective strategies to improve teacher pedagogy.

D. Timeline for implementation and completion including start and end dates

1. Monthly curriculum and data review meetings, November 2013 to June 2014
2. Ongoing, December 2013 to June 2014
3. Weekly PD, September 2013 to June 2014
4. Weekly common planning time and Inquiry Team planning, September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common planning time for teachers to attend PD sessions, Cabinet meetings, Faculty Conference during the school day.
2. Lead teacher/Coach, common planning time for teachers to attend PD sessions, and per session activities once per week for 30 weeks.
3. Educational consultants from NTN 14 sessions during the school year, Network achievement coach, common planning time for teachers to attend PD sessions during the school day
4. Administration, common planning time for teachers to attend PD sessions, inquiry time during the school day.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence – Coach funding

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
“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			
Review Type:	JIT	Year:	2011-2012
		Page Number:	5
		HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) 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.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 the school will implement positive behavior intervention supports for at risk students which will produce a 20% reduction in the number of suspensions as compared to the 2012-13 school year as measured by the OORS report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Organize and analyze 2012-2013 online occurrence suspensions and attendance data to identify at-risk students.5.5 Selection of appropriate programmatic models in positive behavior interventions and assign targeted at-risk students.5.4 Creation of peer mentors for conflict mediation center to serve as role models and student leaders. 5.2 At-risk students will participate in weekly workshops to improve social and emotional development. Effective use of school counselor and family worker to monitor and support student absences and lateness.5.3
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> School leader, Assistant Principal Safety, Consultant School leader, consultants, cabinet members, SLT Consultant, counselor, students Consultants – Man Up, Tomorrow’s Leaders, Girlfriends Talk, SAPIS counselor, family workers, attendance teacher, at-risk students
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Review of teacher anecdotal, teacher referrals to SAVE Room, teacher removals, and OORs reports. Decrease in the number of classroom incidents and referrals to SAVE room and decrease in the number of principal and superintendent suspensions. Improvement in overall school culture and climate as measured by the reduction of daily teacher referrals. Improved daily attendance rate and decrease in number of lateness for at-risk students.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013- June 2014 September 2013 – November 2013 November 2013 – June 2014 November 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Monthly analysis of ATS and OORs reports by AP during school day Perusal of approved DOE vendors and attendance data by Principal during the school day.

3. Selection of student leaders through school implementation team meetings
4. At-risk students volunteer lunch periods to attend weekly workshops to improve social/emotional development. Counselor supervision during school day and after school per session activities for 15 weeks. Consultants – Man Up (2x per week for 25 weeks), Tomorrow’s Leaders (2x per week for 25 weeks), Girlfriends Talk (1x per week for 16 weeks).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

AIDP Chronic absenteeism (\$10,000) and Anti-Gun Violence Initiative (\$48, 200), AIDP, OASAS funding

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Engage families in school decision-making activities and an open exchange of information regarding student progress towards school and class expectations.

Review Type:	QR	Year:	2011-2012	Page Number:	6	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, the school will increase parental involvement and outline how parents will share responsibility for improved academic achievement through a series of workshops and parent development opportunities as measured by the 2014 NYC DOE Learning Environment Survey Feedback.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Planning and implementation of a family outreach activities.6.3
2. Annual Back to School Festival with Health Plus, CBOs, and local vendors/services and outreach activities.6.2
3. Monthly implementation of parental activities including dissemination regarding information of NYS Common Core Learning Standards during Breakfast Talk and PTA meetings.6.4
4. School Messenger, pupil path data information reporting system, student recognition events, calendars (bilingual), newsletters, three teacher parent conferences, four progress reports, four report cards, and parent empowerment workshops.6.5

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, parent coordinator, PTA president and executive board
2. Principal, parent coordinator, PTA president, and CBOs
3. Principal, parent coordinator, SLT, and teachers
4. Principal, Assistant Principals, Parent coordinator, family workers, guidance counselor, teachers, and administrative staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly schedule of parent oriented workshops and outreach activities
 2. Increased attendance at Parent Activities
 3. Increased attendance at SLT/PTA meetings
 4. Positive feedback from parents on Learning Environment Surveys
- D. Timeline for implementation and completion including start and end dates**
1. August-June, ongoing
 2. Fall 2013, Spring 2014
 3. Monthly PTA workshops, breakfasts, evening events
 4. Ongoing, September 2013 - June 2013
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Planning time for Principal, assistant principal, parent coordinator, SLT, and selected teachers during the school day.
 2. Parent attendance at outreach activities during monthly meetings or workshops
 3. Parent coordinator's planning and hosting of parent offerings during the school day.
 4. Automated phone messaging system (Title I funding), Datacation system, increased parental visits, increase of pertinent and timely written communication to parents on student progress, and increase in parent attendance at PTA meetings/workshops

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, 50% of all students eligible for AIS will enroll in ELT programs throughout the school year which will increase their progress in reading and math skills as measured by NYC performance based local assessments.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. SuccessMaker provides a digitally driven reading and math learning experience that is singularly focused on the needs of each individual student for instruction that is truly and automatically differentiated.
2. Participation in two days, four hours weekly of after school ELT programs in English Language Arts for 7th & 8th grade using CCLS rigorous task, independent reading, homework help, and building inference and comprehension skills. Program runs from 3pm to 5pm during the months of October through June (subject to funding).
3. Participation in two days, four hours weekly of after school ELT programs in Mathematics for 7th & 8th grade using CCLS tasks, foundational skill building, homework help, Integrated Algebra Regents program. Program runs from 3pm to 5pm during the months of October through June (subject to funding).
4. Participation in Department of Youth and Community Development for Beacon programs - CAMBA program provides afterschool to enhance academic engagement by assisting in homework help, lessons that provide common core alignment, and develop student activities with IS 166 staff. Students attend CAMBA program, Monday through Fridays from 3:00pm to 6:00pm from September to June.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Teachers, Students
2. Principal, assistant Principal, licensed English Language Arts teacher, licensed Special Education teachers, school aide, family worker
3. Principal, assistant principal, licensed mathematics teacher, licensed special education teachers, school aide, family worker
4. Principal, CBO – CAMBA Executive Director, assistant director, staff, IS 166 music teacher

C. Identify the target population to be served by the ELT program.

1. SWD, ELL, overage student population
2. Students who are deficient in ELA (lowest one-third)
3. Students who are deficient in Math (lowest one-third)
4. Selected students by CAMBA

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

CAMBA East New York – DYCD program offers ELT to 7th & 8th graders CAMBA's After-School Programs are built upon a foundation of best practices in youth development and research-based curricula. We offer youth various structured activities, including supper and socialization, homework help, cultural and enrichment activities, arts, recreation, conflict resolution, clubs,

creative arts, and athletics. The goal of our program is to engage youth in learning activities that build upon, but are different from, school-day studies. A Mentor-Teacher from the school-day staff provides continuity between after-school and school-day learning.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

The program is structured by meeting with the CBO executive director and assistant director at the beginning of the school year to determine the target population that will be considered to attend the CAMBA program. Parents are offered the opportunity to send their children to the program to assist them in homework help and academic intervention in ELA, Math, and extracurricular activities. Students are vetted through an application process and once enrolled the CAMBA and principal discuss the students who register and their academic needs. During the school year, the executive director meets with the principal on a monthly basis to debrief and provide feedback on the program progress.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The proposed ELT program will increase the amount and quality of learning time, through before, after-school, and summer programs and opportunities by providing an enriched and accelerated curriculum thus meeting the educational needs of historically underserved populations. The staff will address the social and emotional needs of all students through one on one and small group sessions.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The ELT program will focus on increasing student academic achievement through enrichment activities in academics such as homework assistance, tutoring and a blended learning program. The arts will include an enrichment program for students who desire to study and play music through the Royal Knights Marching Band. Advanced mathematics; such as Integrated Algebra will be taught by a high school math teacher to selected students to take the NYS regents in June, and the social/emotional needs of students will be provided by Man Up. The ELT program's academic content aligns with CCLS and activities are directed to improve skill development in core subjects. The ELT program will be delivered by staff that has the capacity to deliver high-quality academic content and that are familiar with the school population. CAMBA will provide students in the ELT program with a guidance component to address social/emotional needs of the students.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The ELT program will address the specific academic and social/emotional needs of low academic achieving children and those at risk of not meeting the State academic content standards. Students will be offered opportunities to participate in ELA during two days per week and mathematics during two days per week. All students are invited to join CAMBA or Royal Knights Marching Band after IS 166 ELT academic programs. All programs are voluntary and subject to student choice.

D. Are the additional hours mandatory or voluntary?		Mandatory	X		Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Parental outreach by school staff, including parent coordinator, administration and teachers during conferences, progress reporting, and report cards. Parents are notified by school messenger, permission slips mailed home with progress and report cards, individual conferences with assistant principals, guidance counselors, and teachers.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

AIS services are provided to identified at-risk students during the day school program utilizing a variety of interventions; the ELT program will be aligned to the school day but provides new, different, and engaging learning opportunities for participants

G. Are you using an ELT provider procured using the MTAC process?		Yes	X		No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Analysis of academic growth of participants through Successmaker reports, formative assessments, and improvement on report grades from the 1st marking period through 4th marking period. Analysis of the impact of the ELT program through Measure of student learning baseline assessments in ELA and Math.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	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	Individually Skill Based Targeted Instruction	Small Group	During the school day
Mathematics	Individually Skill Based Targeted Instruction	Small Group	During the school day
Science	Close Reading and Academic Vocabulary	Small Group	During the school day
Social Studies	Close Reading and Academic Vocabulary	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling – Guidance counselor, social worker, Peer Mediation - Man Up, Girlfriends Talk, and Tomorrow's Leader	One to One and small group	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration will work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff, and attend Central borough wide hiring fairs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives 2. Integrate professional development for SWD/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support 3. Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program 4. Provide teacher effectiveness professional development and Network PD on a variety of topics.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures and ongoing professional development will be provided to the entire staff throughout the school year. Teachers and administration will select appropriate assessments from a variety of sources to monitor growth and to improve instruction. Professional development will be held to provide teachers with the maximum opportunities to assess students to further improve their instruction in the classrooms.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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 CCLS 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator 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: Common Core Learning Standards, 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 166
School Name George Gershwin		

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

Principal Maria Ortega	Assistant Principal Victor Esannason Marie Joseph
Coach Francine Holland	Coach type here
ESL Teacher Alberto Deleon	Guidance Counselor type here
Teacher/Subject Area Carol Melo - ELA & SS	Parent type here
Teacher/Subject Area type here	Parent Coordinator Regina Powell
Related Service Provider Florine Love-Carvey	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	232	Total number of ELLs	11	ELLs as share of total student population (%)	4.74%
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Part II: 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	5
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	3

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4			2		2	3		3	9
Total	4	0	0	2	0	2	3	0	3	9

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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								2	5					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	0	2	7	0	0	0	0	9

Part III: Assessment Analysis

Assessment Breakdown

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

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)								1	2					3

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses Scantron Performance Series as an assessment tool to determine student independent reading lexile levels. Our current ELL's fall between lexile levels of 1999 to 2527, all of which are far below grade level. Having this information allows the school to provide our ELL's the appropriate literacy materials for independent reading. Furthermore, teachers have current student data which allows them to effectively plan for differentiation and provide individual growth plans for each student.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels informs the school that reading and writing modalities are at a noticeably lower level than speaking and listening skills across proficiency levels and grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The 2013 NYSESLAT combined modality sets analysis has not been released from SED as of 12/20/13
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?For the ESL program:
 - a. The pattern observed across proficiencies and grades is a lower performance in reading and writing skills. ELL students haven taken these assessments in English in lieu of their native language. At the time student have entered grade eight (8), results have shown that students have showed performance growth as indicated on their NYS ELA Exam.
 - b. The information from the ELL Periodic Assessments allows both administration and teachers to determine individual ELL next steps. This data is analyzed in order to determine next steps for each student. Intervention and enrichment programs are created to address individual student needs in an effort to accelerate student learning. In addition, students receive formal and informal classroom assessments. These students complete periodic practice NYSESLAT exams and are scantroned in an effort to determine individual growth.
 - 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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
Classroom observations coupled with teacher lesson plans ensure that teachers are monitoring ELL's second language development. ELL are provided with the resources (dictionary , glossaries) needed in their content area classes to assist with language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. During the 2013-2014 school year, two native Spanish speakers were administered the Spanish LAB and did not pass the LAB-R. 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 ESL instructional service program. Parents report to the school, 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.
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.
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. Their options include Transitional Bilingual Education, Dual Language, and a Freestanding ESL program. 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 and inform parents of their options. Parents will then select a program in consultation with our licensed ESL teacher. When parents select the Freestanding program at our school, they are placed accordingly. IS 166 does not have a TBE or Dual Language program. If a parent selects the aforementioned, they are placed in our ESL program and their parens are directed to the school placement office to provide their child with their program of choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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 language. If they need additional time, the aforementioned process is applied.
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.
Parents receive entitlement letters in their navitve language via mail of the instructional ESL services provided at the school. An appointment is set up with the parent by our ESL teacher. At the scheduled appointment parents are shown a video in their native language to assist them with types of ESL instructional programs and the parent makes a selection. After the selection, students are place immediately in an ESL instructional program and this information coupled with the LAB-R assessment is maintained in student files and are located in the main office. 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. Continued 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.

The ELPC screen in ATS is updated within 20 days of student placement. Furthermore, According to both New York City Department of Education policy and Title VI of the Civil Rights Act of 1964, all ELLs must be provided with an appropriate ELL program. The 1974 landmark United States Supreme Court decision *Lau v. Nichols* established the right of students with limited English proficiency to have —a meaningful opportunity to participate in the educational program, setting the stage nationally for language assistance programs in public schools. That same year in New York City, an agreement between the Board of Education and ASPIRA of New York—called the ASPIRA Consent Decree—assured that the city would provide bilingual education for students identified as lacking sufficient English proficiency who might be better served with instruction in a language other than English. In 1979, the *Jose P.* court decision set out, among other things, mandates on professional development required for supporting teachers of ELLs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school utilizes ATS to identify all NYSESLAT student eligibility to ensure that all ELL's complete all sections of the NYSESLAT. Letters are mailed home to inform parents of the scheduled testing dates. Students who miss any section of the NYSESLAT will take the missing section at the first arrival back to school after their absence.
6. 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.) 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. 
In recent years, parents have chosen the Freestanding ESL program here at IS 166. The program model at our school is aligned with parent requests. The trends identified in previous years support the selection of the ESL freestanding program at IS 166. The school monitors parental choice by selection choices made by parents during the parental meeting.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 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 and heterogeneous. Students are provided ESL services according to their NYSESLAT levels. Pull-out services are provided using this model.

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)?

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 schedule is created to ensure that all students are receiving the mandated their mandated amount of instructional time.

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 4 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

Literacy instruction is aligned with the Common Core ELA 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 being college and career ready. By using the CCLS curriculum Expeditionary Learning, 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, asking questions that promote student thinking and higher order critical thinking skills. The program includes the components of balanced literacy.

Math instruction is aligned with the Common Core and is designed to provide a solid foundation in basic math and algebraic skills in order to prepare our students for high school and the shift from procedural to conceptual understanding of mathematics. CMP3 is utilized in conjunction with the common core learning standards for mathematics and any other additional resources needed.

Our science program is aligned with Next Generation Science Standards (NGSS). It is designed to provide a solid foundation in the areas of life, physical and earth science. The NYS Grade Eight Assessment, demands knowledge in all three of the above noted areas.

Our Social Studies is aligned with the New York State Social Studies Core Curriculum. 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.

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 and Successmaker in their respective AIS classes. 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
During ESL instruction, students have the opportunity to converse with the ESL teacher in their native language. Teachers who speak languages other than English, provide additional support to ELL's, allowing them to support their social language skills. Evaluation materials in students native language are ordered in conjunction with evaluation materials for the entire student body population, thus allowing students to be assessed in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teachers are provided provided professional development to ensure ELL's are being appropriately evaluated throughout the course of the school year. They have been instructed to assess students utilizing all modalities to monitor student understanding and growth. Students complete benchmark assessments and then are provided with individual goal set support. Teachers provided written feedback which allows students to self monitor and revise their own work. In addition, students receive leveled independent reading books and are assessed every six weeks to determine growth.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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. These former ELL's will be entitled to services for up to 2 years. In addition to the aforementioned, these students will continue to be provided the resources in their content classes.

7. 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?
IEP and ESL teacher in consultation with content teachers utilize UDL (Universal Design Learning) and differentiated instructional strategies such as tiering and or differentiated task. The 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. Scheduling of individual student programs ensure that ELL-SWD receive the appropriate mandate of instructional hours. Two out of Nine ELL's have IEP's. 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.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Flexible individual student scheduling allows for maximized time spent with non-disabled peers. Discussions are held during SIP/PPT meetings to discuss the progress of ELL-SWD examining student report cards, progress reports, IEP's and behavior intervention plans, iff applicable. Annual reviews are held with parents to discuss new placement/classification, if applicable.

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

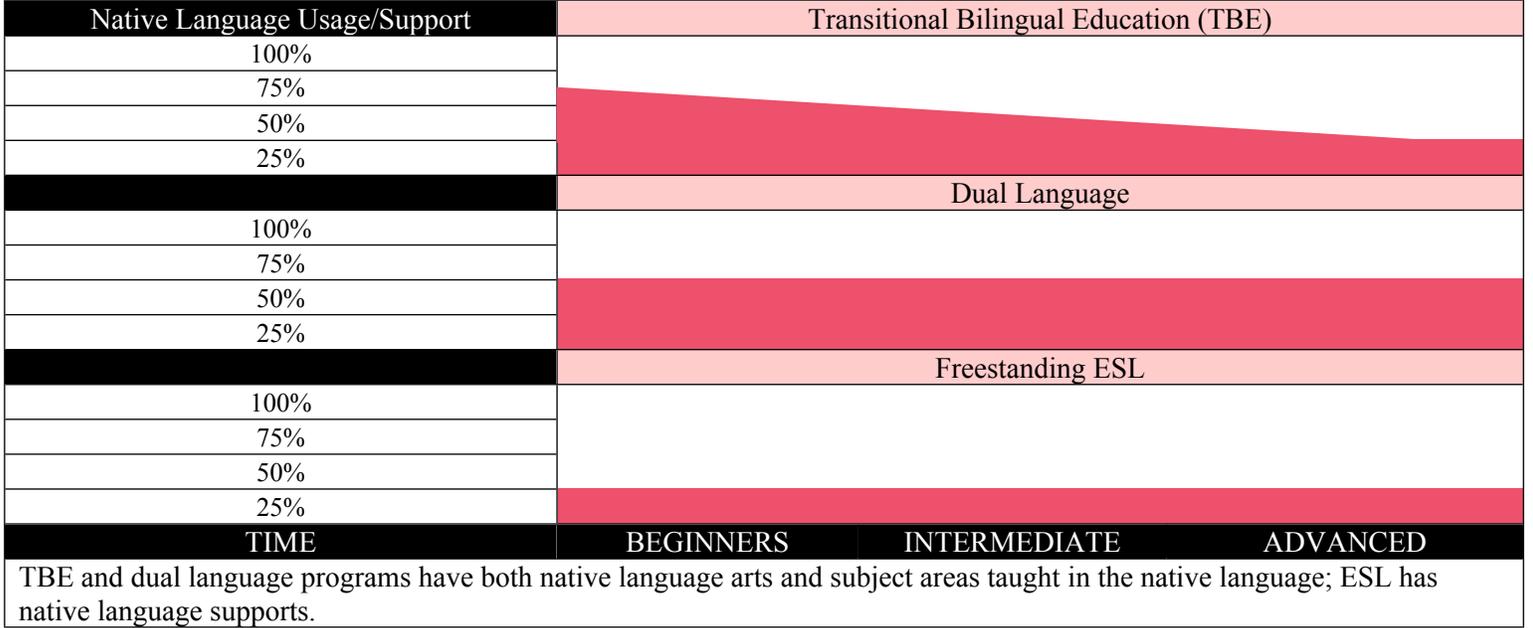
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program is meeting the needs of ELL's in both content and language development. The ESL teacher participates in inquiry based work with content teachers where ELL's student work is analyzed and evaluated. This inquiry based work allows the ELS teacher to clearly identify student needs as it relates to content and recommendations to build academic vocabulary. Teachers use data in all content areas to examine the progress of Ell's. As indicated above, this information is analyzed to determine student next steps. In addition, baseline assessments, periodic assessments, Scantron, and informal class data is used to monitor ELL development and growth. This data is monitored contiuously by teachers and administration.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: 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.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students can participate in any of our many during/after school and extracurricular activities including dance, drama, martial arts, recording studio, and fencing. The ELL's currently have access to our afterschool program. The afterschool programs is not taught by an ESL teacher. However, students work in small groups using additional resources to increase language skill development. 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. ELL's data from school-wide performance 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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, Coach, 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.

18. What language electives are offered to ELLs?

The language elective offered to grade 8 students is Spanish. Seventh grade students are not introduced to Spanish until the eighth grade.

19. For schools with dual language programs:

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

NA

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 2013-2014 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 2013	-Opening Conference Identifying ELLs/Student Placement
October 2013	ELL Data Review
November 2013	Preparing for Parent/Teacher Conference; ELL Progress Reports; Engaging Parents
December 2013	ELL Data Review: Planning for Student Success
January 2014	Focus on Instructional Technology for ELLs/ Read 180/Achieve 3000
February 2014	Using strategies in the classroom to improve student achievement
March 2014	Monitoring Student Progress in ELA/Math via Benchmarks
April 2014	Preparing for the NYSESLAT
May/June 2014	Comprehensive Mandated Training Series for Teachers of ELLs (7 ½ hrs)

2. Ongoing training is provided to the ESL and content area teachers as it relates to the CCLS and the implementation of the Danielson Framework for Teaching and Learning. This is evident in documented and scheduled common planning team and grade meetings coupled with professional development provided by the schools consultants.

3. As our 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.

4. Approximately ninety (90) percent of our school Staff was provided with the Comprehensive Mandated Training Series for Teachers of ELL's (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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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. Parents receive a monthly calendar in their native language of school meetings, activities and events. This includes but not limited to PTA and SLT meetings. One specific activity was the parent participation during breast cancer awareness month where the Parent Coordinator in conjunction with the PTA fundraised and made a donation on behalf of the school.

2. The school partners with a Community Based Organization CAMBA to provide services to parents, inclusive of ELL parents.

3. The needs of the parents are evaluated via feedback provided by parents from the learning environment survey coupled with any concerns identified at parent workshops and meetings. Parents receive surveys in their native language asking them to provide specific feedback as to their individual needs. This information is translated by the ESL teacher back to the Parent Coordinator who then informs school administration.

4. The parental involvement activities address parental needs by providing resources and support which can be utilized both in school and at home. This has been an ongoing initiative to ensure 'Parent as Partners' in our school community.

E. 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.

There are currently 9 parents of ELL's. Two of the nine require translation services administered by the ELL teacher or Principal. All parents receive school notifications in their native language, if applicable. The school is in the process of sending out a mid-year needs assessments. This data will be shared with staff during our February faculty conference.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K166** School Name: **IS 166**

Cluster: **5** Network: **CFN 613**

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

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		