Department of Education

PS 166 – THE RICHARD RODGERS SCHOOL OF ARTS AND TECHNOLOGY

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 03M166
ADDRESS: 132 WEST 89TH STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M166 **SCHOOL NAME:** The Richard Rodgers School

SCHOOL ADDRESS: 132 West 89th Street, New York, New York 10024

SCHOOL TELEPHONE: 212-678-2829 **FAX:** 212-579-4542

SCHOOL CONTACT PERSON: Debbie J. Hand **EMAIL ADDRESS:** dhand@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	James Fama
PRINCIPAL:	Debbie J. Hand
UFT CHAPTER LEADER:	Gwynneth Turner
PARENTS' ASSOCIATION PRESIDENT:	Sally Waxman
STUDENT REPRESENTATIVE: *(Required for high schools)*	N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** Network 607

NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Sara Carvajal

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Debbie J. Hand	*Principal or Designee	
Gwynneth Turner	*UFT Chapter Chairperson or Designee	
Sally Waxman	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Gayle Hajian	Member/Parent	
Cassandra Gregov	Member/Teacher	
Deborah Cohen	Member/Teacher	
Stefanie Goldblatt	Member/Parent	
James Fama	Member/Teacher	
Laurie Frey	Member/Parent	
Deborah Middleton	Member/Teacher	
Michele Samarel	Member/Parent	
Binney Jannetta	Member/Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P. S. 166 is a K-5 elementary school located in the heart of Manhattan's Upper West Side on 89th Street between Columbus and Amsterdam Avenue. At P. S. 166, our mission is to provide a well-rounded elementary education to our children in a safe, caring, inclusive and stimulating environment where the individual strengths of both adults and children are recognized and supported in order to promote excellence in both teaching and learning. Our vision is that children will explore, create and be engaged in every facet of their education and teachers will stretch their imaginations in presenting standards-driven instruction in Language Arts, Mathematics, Science, Physical Education, Health, Social Studies, Dance, Music, Studio Arts, and Technology.

The school building was designed by the award-winning architect, C. B. Snyder, in the Collegiate Gothic style and was built in 1897-1898. It is one of the most impressive public school buildings in the city and received landmark status in 1999. In 1995, a complete interior renovation was undertaken and the entire building was modernized, becoming a wheelchair accessible institution. In addition, an extensive exterior renovation was completed that replaced the curtain stonework, windows, and the roof. A new million-dollar playground was built in 2001, which is open to the public after school hours. A separate playground for the kindergarten children has recently undergone a major renovation. Our facilities include a 415 seat auditorium; a large art studio; a computer laboratory, which includes thirty-four multi-media workstations; a library/media center with 6,000 volumes and an automated online catalogue, which can be accessed throughout the school; a dance studio; a gymnasium; a science room; and a teacher resource room with a leveled library.

There are currently 609 students enrolled in grades K through 5. Our school has grown in alignment with the local population of the catchment. Our school organization includes: 12 General Education classes, 12 Gifted and Talented classes, one Collaborative Team Teaching class on the third grade level, and two self-contained special education classes. While the process has changed from year to year, placement in the Gifted and Talented classes is based on district-wide test scores. Special Education Teacher Support Services (SETSS), utilizing both push-in and pull-out models, are provided to students with IEPs. PS 166 has a staff of 60 full-time employees. The pedagogical staff includes 30 classroom teachers, 11 paraprofessionals, and 5 full-time teachers dedicated to each one of our "specials" or clusters, including dance, music, art, physical education, and technology. Our other full-time staff includes an assistant principal, a registered nurse, a family worker, a guidance counselor, a science teacher and our principal. We also have a part-time school psychologist. All staff members are certified in their disciplines. In addition, we receive support from a part-time science consultant whose salary is supported by the PTA through our 501c3 organization, Friends of PS 166. Every classroom teacher also receives support from a full-time or part-time Parent Teacher Association Hired Teacher Aide or paraprofessional. The salaries of these classroom assistants are funded by the Friends of PS 166. In addition, we have a strong and growing student-teacher collaboration with Teachers College.

Classroom instruction supports standards-based teaching and learning. Our classrooms are enriched by leveled classroom-libraries. Children are encouraged to use our library/media center to read books and do research both from our extensive reference collection and online resources. Our Teachers' Resource Center has an ever-growing complement of guided reading sets by grade level, mentor texts in conjunction with the units of study from Accelerated Literacy Learning and assessment tools for teachers. Each year, rubrics, used to determine whether children have reached the standards, are created and reviewed by the teachers.

Other programs in the school include the following:

- Push-in/Pull-out Literacy and Math Intervention (Grades 3 through 5)
- Special Education Teacher Support services (SETSS) for students with IEPs either with a push-in or pull-out program that is based on the individual needs of the student
- AIS support throughout the school day
- School volunteers (Learning Leaders) for library/media center support
- B'nai Jeshurun (BJ Reads) volunteers, a neighborhood group serving 30 first and second grade students
- Mandated support for English language learners who score under the required score for English language proficiency
- Partnership with Mannes College of Music providing small group instruction on symphonic instruments, including: clarinet, trumpet, flute, violin, and keyboard
- Salvadori Program, beginning in third grade and following through to fifth grade, a program that immerses children in the concepts of architecture, engineering, and urban infrastructure
- Landmarks West, working with the second grade classes to integrate neighborhood walks with social studies and art curriculum
- An in-school Chess Program exclusively for first and second graders as well as an after school Chess Team partially funded by the Friends of PS 166
- TADA! musical theater in kindergarten and with special needs students
- Ongoing partnerships with the New York Horticultural Society (Grade 3) and the Department of Environmental Protection Ashokan Watershed Field Trip (Grade 4) and City That Drinks the Mountain Sky Field Trip (Grade 3)
- CASA grant-driven after school programs, including: American Museum of Natural History
- YMCA after school program proving after school care and instructional support
- An Enrichment After School Program, including classes in musical production, sports, Spanish, Mandarin Chinese, mathematics, Irish Step Dance, etc. (on a pay-per-class basis)
- Vital Theater residency in the fourth grade and fifth grade, bridging social studies with performance-based language arts
- WITS: Wellness in the Schools and Coach for Kids Program

PS 166 has an extremely supportive and active parent body. Monies raised by various fundraisers are used to benefit the school as a whole. These funds support such items as enhanced classroom libraries, additional funding for the arts program, supplies and support for our science program, technology support, and classroom assistants for kindergarten through fifth grade as well as a recess assistant to help make lunchtime recess a healthier experience for our students. This year, the PTA is also funding a Wellness/Healthy Food initiative in the cafeteria that pays for a trained culinary school graduate to come five days a week into our school kitchen. This trained professional will work side-by-side with our existing staff towards a goal of preparing most, if not all, of our school lunches from scratch using healthy and whenever possible, local ingredients. In addition, a trained "Coach for Kids" now attends all recess periods helping to organize team sports and games while emphasizing fairness and good sportsmanship.

SECTION III – Cont'd
Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 166 The Richard Rodgers School of Art and Technology				
District:	03	**DBN #:**	03M166	**School BEDS Code:**	310300010166

DEMOGRAPHICS									
Grades Served in 2009-10:	☐ Pre-K	☒ K	☒ 1	☒ 2	☒ 3	☒ 4	☒ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:

(As of October 31)	2007-08	2008-09	2009-10
Pre-K	31	36	36
Kindergarten	92	89	102
Grade 1	93	106	100
Grade 2	102	101	96
Grade 3	89	96	93
Grade 4	112	84	95
Grade 5	78	98	81
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	1	0	0
Total	598	610	609

Attendance: *% of days students attended**

(As of June 30)	2007-08	2008-09	2009-10
	93.6	93.7	94.5

Student Stability: *% of Enrollment*

(As of June 30)	2007-08	2008-09	2009-10
	97.4	97.7	TBD

Poverty Rate: *% of Enrollment*

(As of October 31)	2007-08	2008-09	2009-10
	29.3	30.2	32.2

Students in Temporary Housing: *Total Number*

(As of June 30)	2007-08	2008-09	2009-10
	5	4	21

Recent Immigrants: *Total Number*

(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

Special Education Enrollment:

(As of October 31)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	11	22	27
No. in Collaborative Team Teaching (CTT) Classes	8	7	8
Number all others	47	37	38

These students are included in the enrollment information above.

Suspensions: *(OSYD Reporting) – Total Number*

(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	0	0	1
Superintendent Suspensions	0	0	0

English Language Learners (ELL) Enrollment:
(BESIS Survey)

(As of October 31)	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0

Special High School Programs: Total Number

(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Participants	0	0	0

DEMOGRAPHICS

# receiving ESL services only	58	47	38
# ELLs with IEPs	1	1	13
These students are included in the General and Special Education enrollment information above.			

Overage Students: *# entering students overage for grade*

(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

Ethnicity and Gender: % of Enrollment

(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.2	0.2	0.0
Black or African American	17.9	18.0	14.6
Hispanic or Latino	28.4	26.9	23.5
Asian or Native Hawaiian/Other Pacific Isl.	6.7	7.5	`7.6
White	46.8	45.6	49.4
Multi-racial			
Male	49.0	48.2	48.4
Female	51.0	51.8	51.6

Number of Staff: *Includes all full-time staff*

(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	42	42	TBD
Number of Administrators and Other Professionals	14	15	TBD
Number of Educational Paraprofessionals	4	5	TBD

Teacher Qualifications:

(As of October 31)	2007-08	2008-09	2009-10
% fully licensed & permanently assigned to this school	100.0	100.0	TBD
Percent more than two years teaching in this school	61.9	66.7	TBD
Percent more than five years teaching anywhere	42.9	42.9	TBD
Percent Masters Degree or higher	88.0	90.0	TBD
Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.2	82.5	TBD

2009-10 TITLE I STATUS

☐ **Title I Schoolwide Program (SWP)**	☒ **Title I Targeted Assistance**	☐ **Non-Title I**	
Years the School Received Title I Part A Funding:	☐ **2006-07**	☐ **2007-08**	☐ **2009-10**
	☐ **2008-09**		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes ☐ No ☒ | **If yes, area(s) of SURR identification:**

Designated as a Persistently Lowest-Achieving (PLA) School: Yes ☐ No ☒

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

Differentiated Accountability Phase (Check ✓)		**Category** (Check ✓)		
		Basic	**Focused**	**Comprehensive**
In Good Standing (IGS)	√			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	—				
Hispanic or Latino	√	√	—				
Asian or Native Hawaiian/Other Pacific Islander	—	—	—				
White	√	√					
Multiracial	—	—					
Other Groups							
Students with Disabilities	—	—	—				
Limited English Proficient	—	—	—				
Economically Disadvantaged	√	√	—				
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2009-2010			**Quality Review Results – 2009-2010**	
Overall Letter Grade	D		**Overall Evaluation:**	W
Overall Score	19.8		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	6.5		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	3.2		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	10.1		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0.0		Quality Statement 5: Monitor and Revise	W

SECTION IV: NEEDS ASSESSMENT

The School Leadership Team conducted a comprehensive review of the PS 166 educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. This comprehensive review included an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources. Included in the review were data gathered from nySTART, teacher and parent NYC Learning Environment Surveys, the NYC Progress Report, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, results of Inquiry Team action research, and school-based assessments.

What student performance trends can you identify?

NYC Progress Report

- **School Environment:** A letter grade of "B" was earned in the School Environment category on the NYC Progress Report 2009-2010. In 2008-2009, the same letter grade was earned in this category. In 2009-2010, an overall grade for school environment was 6.5 (a decrease of 2.3 points from the previous school year).

  In two (communication and engagement) out of the four sub-categories (academic expectations, communication, engagement, and safety and respect), we illustrated average to above average performance within the range of our Peer Horizon. In academic expectations, we earned a score of 8.1, which is 36.8% of the way from the lowest (7.4) to the highest (9.3) score relative to our Peer Horizon and 52.4% of the way relative to the City Horizon. In communication, we earned a scored of 7.7, which is 48.1% of the way from the lowest (6.4) to the highest (9.1) score relative to our Peer Horizon and 61.5% of the way relative to the City Horizon. In engagement, we earned a score of 8.2, which is 60% of the way from the lowest (6.7) to the highest (9.2) score relative to our Peer Horizon and 74.1% of the way relative to the City Horizon. In safety and respect, we earned a score of 8.2, which is 26.3% of the way from the lowest (7.7) to the highest (9.6) score relative to our Peer Horizon and 50% of the way relative to the City Horizon.

  We will specifically target the sub-categories of academic expectations and safety and respect – as these are the two categories under School Environment where we underperformed relative to our Peer Horizon. We will include structures and systems to address these areas in our CEP goals.

- **Attendance:** While our attendance rate for 2009-2010 was 94.5% (an increase of .8% from the previous year and a 1.7% gain from 2007-2008), our goal is to increase attendance to 96% by aggressively tracking attendance data and following up with families in need of support and guidance.

- **Percentage of Students at Proficiency (Level 3 or 4) in ELA:** 59.6% of our students scored a Level 3 or Level 4 on the New York State ELA exam, which is 10.3% of the way from the lowest (55.0%) to the highest (99.6%) score relative to our Peer Horizon and 50.4% of the way relative to the City Horizon. Our goal, in the 2010-2011 school year, is to increase the percentage of students reaching or exceeding proficiency on the NYS ELA exam.

- **Median Growth Percentile in ELA:** Our median growth percentile in ELA was 60.0%, which was 6.3% of the way from the lowest (58.2%) to the highest (86.8%) score relative to our Peer Horizon and 24.2% of the way relative to the City Horizon. We recognize the need in carefully tracking student progress throughout the year in an attempt to ensure at least one year of progress, which will translate into gains in the median growth percentile metric. We will pay close attention to

individual students as well as particular groups of students who appeared to underperform from one grade level to the next (according to ARIS data).

- **Percentage of Students at Proficiency (Level 3 or 4) in Math:** 66.4% of our students scored a Level 3 or Level 4 on the New York State Mathematics exam, which was -37.1% of the way from the lowest (75.5%) to the highest (100.0%) score relative to our Peer Horizon and 36.8% of the way relative to the City Horizon. Our goal, in the 2010-2011 school year, is to increase the percentage of students reaching or exceeding proficiency on the NYS Mathematics exam.

- **Median Growth Percentile in Math:** Our median growth percentile in Mathematics was 68%, which was 33.5% of the way from the lowest (57.4%) to the highest (89.0%) score relative to our Peer Horizon and 52.2% of the way relative to the City Horizon. We recognize the need to carefully track student progress throughout the year, especially with students in our lowest one-third, where the median growth percentile was 48%, which is -2.6% of the way from the lowest (49.1) to the highest (91.6) score relative to our Peer Horizon and 1.2% of the way relative to the City Horizon.

- **Closing the Achievement Gap:** Schools earn additional credit when their high need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Mathematics. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Mathematics. In 2009-2010, we did not earn additional credit in any of our eligible categories. We had an opportunity to receive additional credit for SETSS students who were able to reach proficiency in both ELA and Math, but the gains in these subpopulations were not strong enough to receive additional credit. In addition, we had an opportunity to receive additional credit for the lowest one-third in ELA and Math as well as Self-Contained/CTT/SETSS in ELA and Math for students who are in the 75th growth percentile or higher, but the gains in these subpopulations were not strong enough to receive additional credit. In the 2010-2011 school year, we will be targeting the students in these subpopulations in an effort to accelerate their learning. All other categories included less than 15 students and were ineligible for additional credit.

  The internal accountability scores from the NYC Progress Report confirm the data indicated in the external NYS accountability report. Although PS 166 is a school in Good Standing based on state accountability formulas for making adequate yearly progress, our 2009-2010 NYC Progress Report grade of "D" illustrates the impact that the changes in NYS scoring had on our students' performance and progress. Our ELA performance dropped 19.6% from 2008-2009 to 2009-2010, and our Mathematics performance dropped 27% from 2008-2009 to 2009-2010. We understand that establishing high academic expectations matched with academic rigor in the learning environment are areas that need to be strengthened in order to be more competitive with the schools that comprise our peer group.

What have been the greatest accomplishments over the last couple of years?

On the 2009-2010 Quality Review, we earned an overall rating of "Well Developed". As indicated in the Quality Review, PS 166's greatest accomplishments are that the school, under the new leadership and in collaboration with school leaders and consultants, has added rigor and coherence to the standards-based curriculum to ensure the academic success of all students, and, additionally, the school offers a robust arts program and enrichment activities that support the development of the whole child. The findings of the Quality Review outlined, "What the school does well":

- the principal, faculty and parents have created a warm and collaborative school environment that supports academic rigor and the growth of students and adults.

- The administration makes organizational decisions to improve instructional coherence across programs toward accelerating student learning.
- The school consistently analyzes data, reviews formative assessments, and makes decisions to improve student outcomes.
- School leaders and faculty form a professional learning community that works cohesively to accelerate learning and enrich the whole child.
- The school has in place an effective system to review teaching practices that promote distributive leadership towards increased student performance.
- The school structures support the integration of academic and enrichment activities to nurture the development of the whole child.
- The principal, faculty and parents regularly review and adjust the school's priorities to improve its policies towards enriching students' learning.

According to the 2009-2010 Quality Review report, there were three areas documented as "What the school needs to improve" based on the findings:

- Enhance differentiation practices further to stimulate students' ownership and accountability.
- Fine-tune the inquiry work of the teacher teams to measure student progress.
- Refine interim goals and benchmarks to reinforce school wide efforts to meet long-term goals.

We have embedded these (3) designated areas in need of improvement within the instructional goals that we have established for this school year. We plan to enhance our differentiation practices across all subject areas, especially focusing on the use of technology. Although this year, the Quality Review is no longer mandating goals for all students in all subject areas, we will be setting goals and monitoring progress for selected students and subpopulations. The Inquiry Team will continue to model best practices in analyzing data from various sources (i.e. nySTART reports/item analysis, school-based assessments, commercially produced assessments, ACUITY Predictives, DYO assessments, and ARIS reports) with the support of the Data Specialist and Network Instructional Specialists. We will continue to expand and support the inquiry process to improve instructional practices and increase student achievement.

What are the most significant aids or barriers to the school's continuous improvement?

A significant aid to our continuous improvement can be attributed to the high level of teacher quality and stability at PS 166. 100.0% of our teaching staff is fully licensed and permanently assigned to our school. While 90.0% have earned a Masters Degree or higher, it is important to note that 42.9% have five years of teaching experience. In addition, 66.7% of the teachers are in their third year teaching at our school. Having so many teachers new to the profession, it is our responsibility to create appropriate contexts to foster collaborative inquiry across all curricular areas. In order to address this, we must adequately address the barriers of time and money. We will use common planning time and grade level meetings as well as faculty conferences to focus on curriculum development, improving instructional practice, and increasing student achievement.

In addition, we see the need to plan inter-visitations within our school as well as with similar schools in our peer group and in our network so that we can take advantage of professional learning opportunities that are in direct alignment with our instructional goals. Choosing to affiliate with Children First Network 607 has also helped us to align professional development and support to our instructional goals. Our Network instructional specialists are supporting the professional development needs of many of our teachers. When teachers attend professional learning opportunities outside the building, there is a responsibility to share their learning with their colleagues upon their return to school. The budget has been aligned accordingly to provide substitute coverage for the teachers in attendance at workshops and for inter-visitations. Rather than relying on outside consultants, we plan

to allocate funds to per session curriculum teams so that teachers are supported in building and sustaining professional learning communities. If funding is available, we plan on establishing two school-wide Inquiry Teams (one focusing on ELA and a second focusing on Math), a School Environment Team, and a Literacy Curriculum Development Team.

Throughout the school we aspire to make instructional decisions based on information gained from student data – and to reflect and revise instructional practices as necessary to meet the needs of ALL students in our school.

SECTION V: ANNUAL SCHOOL GOALS

Based on the findings and implications from the comprehensive needs assessment (Section IV), the School Leadership Team in consultation with the larger school community, has developed five instructional goals for the current school year (2010-2011).

Goal #1: Strengthening the School Environment – Academic Expectations

- An increase on the Academic Expectations metric of the NYC Progress Report to 8.4 - an Increase of .3, which translates into a15.8% gain from 2009-2010 relative to our Peer Group. Our target score, for the 2010-2011 school year, is 8.4.
    - Use teacher and parent survey results to evaluate strengths and challenges of our current school environment
    - Target academic expectations as an area in need of improvement
    - 100% of the classroom teachers will plan collaboratively in Teacher Teams and engage in inquiry with their grade level colleagues using the Common Priorities Toolkit as a framework
    - 100% of the teachers will engage in professional learning focusing on the implementation of the Common Core State Standards (CCSS)

Goal #2: Strengthening the School Environment – Safety and Respect

- An increase in the Safety and Respect metric of the NYC Progress Report to 47.3% relative to our Peer Horizon - an increase of .4 which translates into a 21% gain from 2009-2010. Our target score in Safety and Respect, for the 2010-2011 school year, is 8.6.
    - Use teacher and parent survey results to evaluate strengths and challenges of our current school environment
    - Target safety and respect as an area in need of improvement
    - 80% of the classroom teachers will demonstrate the implementation of Class Meetings as an integral component of the Caring School Communities program as evidenced by observed lessons and walkthroughs
    - 100% of our students will participate in Town Hall Meetings and the Cross-Age Buddies program

Goal #3: To Increase the Performance of Students in ELA

- To increase by 12.4% the number of students in grades 3, 4, and 5 scoring at proficiency levels 3 and 4 on the 2011 NYS ELA assessment. Our goal is to have 72% of our students reaching proficiency in ELA.
    - Use data more efficiently and effectively to track the progress of students in ELA (as well as across all subgroups)
    - Evaluate our balanced literacy program, set professional goals, and provide professional learning opportunities to improve instructional practices
    - Continue to develop and further refine standards-based grade level expectations in reading, writing, listening, and speaking
    - Expand the use of technology to support student achievement in ELA

Goal #4: To Increase Student Performance in Mathematics

- To increase by 15% the number of students in grades 3, 4, and 5 scoring at proficiency levels 3 and 4 on the NYS Math assessment. Our goal is to have 81.4% of our students reaching proficiency in Mathematics.
    - Use data more efficiently and effectively to track the progress of students in Math (as well as across all subgroups)
    - Involve teachers in a collaborative approach to examining their teaching and in evaluating curriculum decisions so that ALL students are being supported and challenged appropriately
    - Determine supplemental resources and instructional materials that are needed to fully support differentiation in mathematics
    - Expand the use of technology to support student achievement in Math

Goal #5: Social Studies Curriculum Development

- A Social Studies Curriculum Map will be created in each grade level K through 2. In grades 3, 4, and 5, the Core Curriculum will be the focus of collaborative planning. This has been a long-term goal and a multi-year project. By June 2011, our goal is to have at least (2-3) units of Social studies planned per grade level. These curriculum maps will be used to plan and implement coherent, standards-based instruction horizontally within a grade level and vertically across grade levels.
    - Support teachers in the preparation, planning, and implementation of the NYC K-8 Social Studies Scope and Sequence
    - Align instructional resources to support social studies teaching and learning (including collaborations with/visits to cultural institutions)
    - One teacher per grade level (K through 2) will participate in *Setting the Stage K-2 for Teaching American History*. Each teacher will be expected to share their professional learning upon return from the profession learning sessions

Goal #6: Supporting an Inquiry-Based Approach to Science Teaching and Learning

- To increase by 5% the number of students in the 4th grade who will achieve a minimum of a Level 3 as measured by the New York State Science exam during the current school year (2010-2011). Our goal is to increase from 92.5% to 97.5% the students reaching grade level proficiency in Science by 4th grade.
    - Support teachers in the preparation, planning, and implementation of the NYC K-8 Science Scope and Sequence
    - Support a science laboratory program that supports teachers in all grade levels in implementing a hands-on, inquiry-based science curriculum
    - Continue to develop a collaborative professional approach to strengthening a standards-based science program across all grade levels

SECTION VI: ACTION PLAN

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

Subject/Area: **School Environment – Academic Expectations**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**An increase on the Academic Expectations metric of the NYC Progress Report to 8.4 - an increase of .3 which translates into a 15.8% gain from 2009-2010 relative to our Peer Group. Our target score for the 2010 – 2011 school year is 8.4.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Use of Data** • **Analyze the results of the teacher and parent Learning Environment Surveys from the 2009-2010 school year, focusing on the responses to questions aligned with the Academics Expectations metric.** • **Conduct an inventory checklist of instructional materials in each classroom, including: books, audio/visual equipment, core curriculum materials, etc.** • **Conduct a pre-assessment of instructional coherence and academic expectations as part of the Common Priorities Toolkit to be completed by all classroom teachers.** • **Track student progress using the Fountas and Pinnell Assessment System and monitor measure the growth of reading levels.** • **Analyze student work to establish coherency in instruction within and across grade levels.** • **Use standards-based rubrics and provide meaningful and purposeful feedback to students focusing on learning targets.** • **Long term and short-term goals will be established for individual and groups of students.** • **ARIS will be used to track ELA and Math performance and progress across multiple years in the testing grades (3 through 5).** • **Use teacher data to analyze the yearly growth of students by classroom and grade level.** **Curriculum and Instruction** • **Principal and Assistant Principal will attend a Network sponsored Common Core State Standards (CCSS) seminar on July 26, 27, 28, 29 and July 2.** • **Throughout the year, incorporate CCSS into Teacher Team collaborative work when planning lessons, creating rubrics, and looking at student work.** • **Use monthly faculty conferences to monitor vertical alignment (across grade levels) of**

	curriculum and use grade level conferences to monitor horizontal alignment (within grade level) of curriculum. • **The K-12 Instructional Time chart will be used as a reference to ensure that all content areas are meeting NYC and/or NYS recommendations for instruction.** • **All teachers will complete program cards providing an overview of their weekly schedules. Program cards will be displayed on their classroom doors and a copy will be kept in the principal's office. In addition, daily schedules are to be posted in all classrooms.** • **Teachers will block instruction across a grade level – especially targeting ELA and Math (as possible).** • **The school master schedule will support common prep periods throughout the week for each grade level cohort.** • **Special education teachers will have common preps aligned with their grade level cohort(s).** • **A Back-to-School Night will be scheduled in late September/early October inviting parents and families to learn about grade level curriculum and expectations.** • **Newly established Curriculum Nights (2-3 events) will be planned throughout the year in consultation with the School Leadership Team to provide parents with hands-on opportunities to learn about curriculum in various subject areas as well as grade level academic expectations.** • **All consultancies, special programs, and trips will be carefully selected to complement and align with grade level curriculum and standards (i.e., TADA!, CUNY Salvadori GLOBE program, Setting the Stage for K-2 Social Studies, and Vital Theater).** **Professional Learning** • **In addition to utilizing common preps to work in collaborative teacher teams, the school master schedule will allow the Technology teacher two periods per week of teacher support, the Science teacher two periods per week for staff PD (focusing on grade 1 and 2), the Art teacher two periods per week for Town Hall Meetings (supporting caring School Communities and Respect for All), and the AIS and IEP teachers will have scheduled mentoring periods to support professional learning.** • **All teachers will develop professional goals and personal learning plans, which will be used to focus and differentiate professional learning on an individual and/or small group basis and inform the school-wide professional learning plan.** • **Grade level meetings and/or after school training sessions will be planned to ensure effective implementation of data tracking as well as using data to inform instruction.** • **Classroom and "peer" school inter-visitations will be scheduled to share (and learn/implement) from best practices based on identifiable needs.** • **The professional Development Days in November and June, monthly faculty Conferences, and Grade Level Meetings will focus on professional learning and building capacity in CCSS and Instructional Coherence.**

SECTION VI: ACTION PLAN

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Aligning Resources: Implications for Budget, Staffing, Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled SI / ITS and/or OITS budget categories, that will support the actions/strategies/activities described in this action plan.*	**Alignment of Resources** • **Network Support via CCSS Coach and Instructional Specialists** • **Data Specialist/Assistant Principal** • **AIS Teacher (one plan/per 15 students)** • **ESL Teacher (RE Fair Student Funding)** • **IEP Teacher (TL IEP Teacher)** • **Assistant Principal (TL Fair Student Funding)** • **Attendance at CCSS workshops sponsored by the Network, NYC DOE, and LIU.** • **Weekly common planning across grade levels** • **NYSTL and NYSLIB funds to support academic and socio-cultural needs of our students** • **Core Curriculum Resources** • **Friends of PS 166 donations for consultancies and special programs** • **PS 166 Website**
Subject/Area:	**School Environment > Safety and Respect**
Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**An increase in the Safety and Respect metric of the NYC Progress Report to 47.3% relative to our Peer Horizon (an increase of .4 which translates into a 21% gain from 2009-2010). Our target score in Safety and Respect, for the 2010-2011 school year, is 8.6.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Evidence** ✓ **Refinement of a coherent school-wide system to track data in assessment binders and student work folders that provide meaningful information, which can be used to track progress and inform instruction.** ✓ **Careful and accurate documentation and tracking of Fountas and Pinnell levels.** ✓ **Development of common assessments, including projects, written assignments, tests, rubrics and checklists.** ✓ **Setting and monitoring goals for students – targeting the students who are in jeopardy of not meeting grade level standards.** ✓ **Agendas and sign-in sheets of meetings, workshops and conferences.** ✓ **Building walkthroughs and classroom observations (both informal and formal) will reflect high academic expectations and instructional coherence within and across grade levels.** ✓ **Coherence as noted in teacher planning and exhibited in student work.** ✓ **Check-ins with parents at PTA and Curriculum Meetings** ✓ **Increase in percentage of students meeting grade level performance standards on the 2010 - 2011 NYC Progress Report.** ✓ **Increase in students making one year progress in ELA and Math on the 2010 - 2011 NYC Progress Report.** ✓ **Increase in Academic Expectations metric on the Learning Environment Surveys for both parents and students.**
	Use of Data • **Analyze the Occurrence Reports from the 2009-2010 school year.** • **Closely monitor incidents as they are reported in OORS for the 2010-2011 school year, looking for trends and patterns.** • **Collect and analyze quantitative data from teachers and paraprofessionals in regard to school discipline, safety and respect.** • **Collect feedback from parents in regard to bullying and school safety issues.** • **Analyze the Learning Environment Survey questions that pertain to school safety and respect.**
	Actions and Strategies • **Strengthen the visibility and accessibility of our "Respect for All' Team.** • **Create and maintain school-wide norms of behavior (including an Anti-Bullying/Respect for All component)** • **Schedule Town Hall Meetings to talk to the students about important school based issues (i.e., recess behavior, bullying, Respect for All, Celebrations of Success, etc.)** • **Continue to support and monitor the implementation of the Caring School Community program. Every teacher will be observed (informally) conducting a Caring School Communities Class Meeting.** • **Full Implementation and expansion of the Cross-Age Buddies Program to include partnered service learning activities and special events – including projects and Field Days** • **Principal will report all incidents within a timely manner and follow-up in accordance with**

	the NYC DOE Discipline Code. • **Procedures will be followed as written in the Chancellor's Regulations for student removals and suspensions.** • **Parents will be informed when a child breaks school rules and conferences will be scheduled with school administrators, teachers, parents and students to create a plan to support the socio-emotional development of all students who are struggling to meet behavioral expectations.** • **The School Safety Agent will attend monthly Safety Committee Meetings and will take an active role in helping to promote a safe and respectful learning environment (an area that scored low on the 2009-2010 Learning Environment Survey),** • **The School Custodial Engineer will attend monthly Safety Meetings and address all concerns of building safety and cleanliness in a timely manner.** • **Teachers and paraprofessionals will receive support in establishing appropriate classroom management expectations and routines. This support will be provided by administrators, mentoring by the AIS and IEP teacher, and inter-visitations to the classrooms of colleagues with strong classroom management strategies and the ability to form strong relationships with students and families.** • **WITS – Wellness in the Schools Program – will help in developing and maintaining healthy choices during lunch and recess** **Professional Learning** • **Parent Coordinator, Family Worker and Art teacher will attend Respect for All training in October and turn-key it to all staff members during the November Professional Development Day.** • **Inter-visitations will be scheduled so that colleagues can learn "best practices' from each other.** • **The school psychologist, guidance counselor, social worker and IEP teacher will provide Tier I and Tier II behavioral supports on an as needed basis, targeting specific students.** • **Principal and IEP teacher will attend Like Spaces Crisis Intervention (LSCI) Training (a 30-hour course offered in the winter – December through February) to learn how to de-escalate students exhibiting crisis behaviors. The information will be turn-keyed to teachers and paraprofessionals in specially scheduled meetings.** • **The principal will reach out to the Network School and Youth Development Specialist and Superintendent to assist with the most serious and chronic cases, which may require suspension.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will*	**Alignment of Resources** • **Parent Coordinator (TL Parent Coordinator)** • **School Secretary (TL Fair Student Funding)** • **School Security Agent (SSA)**

support the actions/strategies/ activities described in this action plan.	• **School Environment Team (pending per session funding)** • **Family Worker (TL Fair Student Funding)** • **Guidance Counselor (Many)** • **Social Worker (part-time)** • **School Psychologist (TL SBST)** • **IEP, 504, and Crisis Intervention Paraprofessionals (IEP/IDEA/FSF)** • **Assistant Principal (TL fair Student Funding)** • **Master Schedule to reflect Town Hall Meetings** • **Child Study Team (TL DRA Stabilization/TL Fair Student Funding/IEP)** • **Wellness in the Schools Program (Friends of PS 166)** • **Parents Association Hired Teacher Aides (Friends of PS 166)**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Evidence** √ **Reduction in number of OORS reports. Tracking and monitoring of incidents for the 2010-2011 school year (on a weekly and monthly basis). Analyzing data for patterns.** √ **Schedule of Town Hall Meetings and topics discussed.** √ **Qualitative and quantitative feedback received from parents, teachers, and students.** √ **Results of the 2010-2011 Learning Environment Survey (teachers and parents) to illustrate an increase of .4 on the Safety and respect metric.** √ **90% (or above) compliance in entering incidents into OORS within 24 hours.** √ **Implementation of Caring School Communities Class Meetings as evidenced in lesson plans, walkthroughs and lesson plans.** √ **80% of the classroom teachers will demonstrate the implementation of Class Meetings as an integral component of the Caring School Communities program as evidenced by observed lessons and walkthroughs.** √ **100% of our students will participate in Town Hall Meetings and the Cross-Age Buddies program.**

SECTION VI: ACTION PLAN

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Subject/Area: **English Language Arts Performance**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To increase by 12.4% the number of students in grades 3, 4, and 5 scoring at proficiency levels 3 and 4 on the 2011 NYS ELA assessment. Our goal is to have 72% of our students reaching proficiency in ELA.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Use of Data** • **Use of Fountas and Pinnell Assessment System to track student progress and monitor/measure growth of reading levels** • **Collect, record, analyze and document independent reading levels on a 8-12 week basis for each student using Fountas and Pinnell levels (K-5)** • **Use running records to ensure appropriate placement in guided reading groups** • **Track student progress using the DYO Periodic Assessments and use the Item Analysis to target specific areas of weakness for individual students and classes in grades 3 through 5** • **Analyze student work to establish coherent practices in teaching and learning within and across grade levels** • **Use standards-based rubrics/checklists and provide meaningful and purposeful feedback to students – outlining "next steps"** • **Long term and interim goals will be established for individual students and groups of students on an as need basis** • **ARIS will be used to track ELA performance and progress across multiple years in the testing grades (3 through 5)** • **Reading and Writing conference notes will be maintained as evidence of progress and support toward grade level standards** **Actions and Strategies** • **Identify and develop personalized learning plans for students, particularly students performing in the lowest third, holdovers, ELL students, NCLB transfers, and various subgroups of interest and concern.** • **Use the Extended Day Program (37.5 minutes) to provide intensive, targeted instruction to support struggling students. Group the students in the Extended Day program according to F&P Guided Reading Levels (in grades 1 through 3) and NYS test scores (in grades 4**

	through 5) • Through an SBO the Extended Day Program has been moved to the morning (4 days per week from 8:10 am – 8:47 am). • Carefully monitor attendance of the students in the Extended Day Program and follow-up as appropriate. • Carefully monitor the daily attendance of all students and provide guidance interventions as necessary. • Conduct "check-ins" with parents of students in the Extended Day Program throughout the year on a monthly basis. • Carefully monitor the progress of students in the SETSS, AIS, and ESL program. • We will begin the work of transitioning to CCSS, which will provide a structure for horizontal as well as vertical alignment and academic rigor in reading and writing. • Teacher Teams will analyze student work using standards-based rubrics. • Utilize and integrate grade level resources including: Lucy Calkins Units of Study in Writing, Accelerated Literacy instructional lessons in Reading and Writing, The Comprehension Toolkit (Harvey and Goudvis), Making Meaning, leveled libraries, and classroom libraries. • Focus on the application of strategies for reading text and building comprehension skills during shared and guided reading. • Refine the planning and implementation of mini-lessons in reading and writing to support the transfer of strategies to independent practice. • Foundations and Words Their Way will be used as word study programs to strengthen phonemic awareness and decoding in grades K through 2, and as appropriate in grades 3 through 5. • Tier I supports will be provided in the classrooms for students in need of addition support and targeted interventions. • BJ Reads and the Gaynor School CLC Program will provide extra support services to our students in need of targeted interventions. Structures will be developed to monitor these programs throughout the year. • Wilson Reading will be used to accelerate the learning of our SETSS and special education self-contained students. • Structures must be created to communicate effectively and accurately with parents of students in jeopardy of not meeting grade level standards. • The Title III Academy will support our ESL students in reaching proficiency on the NYSESLAT. Professional Learning • All classroom and support specialists will work in Teacher Teams by grade level cohort to analyze student work and track/monitor progress of targeted students. • Network-based CCSS Coach will support the administration and teachers in transitioning to the CCSS. This will be accomplished via Professional Development Days and scheduled school visits (ongoing).

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Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To increase by 15% the number of students in grades 3, 4, and 5 scoring at proficiency levels 3 and 4 on the NYS Math assessment. Our goal is to have 81.4% of our students reaching proficiency in Math (Title I).**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Use of Data** **Evidence** **Actions and Strategies**

Alignment of Resources

- **Grade Level Meetings and/or after school sessions will be planned to ensure effective implementation of data tracking as well as using data to inform instruction – including the use of ARIS and ACUITY**
- **Classroom and peer school visits will be scheduled as necessary. Teachers and staff will learn best practices based on identifiable needs and to see "best practices" in action.**
- **The Network Instructional Specialist will provide AIS support to classroom teachers as well as AIS and IEP teacher.**
- **The School-wide Inquiry Team will be commissioned to track the progress of a targeted group of students in ELA.**
- **Expand the use of technology to support student achievement (i.e. document readers, word processing, web-based interventions, software, books-on-tape, etc.)**

AIS Teacher (TL RBA Stabilization)

- **IEP Teacher (Title I, IEP Teacher)**
- **SETSS Teacher**
- **ESL Teacher (TL Fair Student Funding)**
- **Data Specialist/Assistant Principal**
- **Network Support**
- **Daily preps periods to support weekly common planning time for all grade levels**
- **Attendance at Grade Level Meetings, Faculty Conferences, Professional Development Days and Conferences.**
- **Updates to classroom libraries (as needed – ongoing)**
- **NYSTL and NYSLIB funds used to support academic as well as socio-cultural needs of our students**
- **Core Curriculum resources**
- **Instructional Materials**
- **Computers and Document Readers (NYSTL and grants) and Software (NYSTL)**

Use of Data

- **Teacher developed baseline assessments will be administered in all grade levels K through 5 at the beginning of the school year**
- **Track student progress through the DYO and ACUITY Periodic Assessment Reports for individual students and sub-groups in grades 3 through 5**
- **Use the Item Analysis reports in nySTART and ACUITY to identify strengths and weaknesses of individual students, specific classes, and across a particular grade level**
- **Assign students instructional resource activities to reinforce sub-skills and standards for which students fall below tier 4 on the ACUITY system**
- **Unit exams and performance checklists from Every Day Math will also be used to track progress in math for grades K through 5**
- **Information from ARIS will be used to track longitudinal data on NYS assessments (teacher-by-teacher)**

Actions and Strategies

- **Identify and develop personalized learning plans for students, particularly students performing in the lowest third, hidden ELL students, NCLB transfers, and various subgroups of interest and concern.**
- **The Extended Day (37.5 minutes), AIS, SETSS, Title I programs will target students who are in jeopardy of not meeting grade level standards**
- **Build the automaticity of computational skills through targeted practice with math games (i.e. Math Blank, Every Day Math games, Equate, Game of 23) and software (i.e. FastMath)**
- **Teachers in grades 4 and 5 (G3T) will use State level Math supplemental materials**
- **Establish short term and long term goals with students – (unit by unit basis)**
- **Math Steps will be used for targeted SETSS students and parents**
- **Advance Math students will work with the gifted teacher to develop skills to work in the math**

Rationale

- **Refine Assessment system to track data in assessment binders and student work folders, which provide meaningful information and can be used to inform teaching/instruction. Binders will include hard and soft data, but are not limited to: Fountas and Pinnell Assessment Results, running records, conference notes, rubrics for written assignments, ACUITY predictive and DYOs, ARIS reports etc. (ongoing)**
- **Careful documentation and monitoring of Fountas and Pinnell Levels (3-4x/per year)**
- **Agendas and sign-in sheets as evidence of attendance at professional learning (monthly)**
- **Common Planning Every Day Math grade level meetings (monthly)**
- **Teachers in grades 4 and 5 (G3T) will use State level Math supplemental materials**
- **Math Steps will be used for targeted SETSS students and parents**
- **Advance Math students will work with the gifted teacher to develop skills to work in the math**

	periods of the G&T classes in Grades 4 (and possibly 5) • **Expanded use of technology to increase student achievement (i.e. Math Shark, computers, software, interactive games, etc.)** **Professional Learning** • **All classroom and support specialists will work in Teacher Teams to analyze student work and track/monitor progress of targeted students** • **Network-based instructional specialists will support teachers in refining the workshop model in mathematics, planning for differentiation, and designing structures for looking at student work** • **Classroom, "peer school" and Network inter-visitations will be scheduled to share and learn "best practices" based on identifiable needs and to see best practices in action**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**Alignment of Resources** • **AIS Teacher (TL DRA Stabilization)** • **IEP Teacher (TL IEP Teacher)** • **SETSS Teacher** • **ESL Teacher (TL Fair Student Funding)** • **Data Specialist/Assistant Principal** • **Network Support** • **Daily common planning time for all grade levels** • **Attendance at grade level meetings, faculty conferences, and professional development days** • **Additional instructional materials to support math differentiation and practice** • **Core Curriculum resources** • **Computers and document readers (NYSTL and grants)** • **Software (NYSTL)**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Evidence** √ **Refine a coherent system to track data in assessment binders and student work folders, which provide meaningful information and can be used to inform teaching/instruction. Binders will include hard and soft data, but are not limited to: Every Day Math unit tests, performance checklists, open responses, rubrics, ACUITY predictive and DYO results, ARIS reports, etc. (ongoing)** √ **Careful documentation and monitoring of unit tests** √ **Agendas and sign-in sheets as evidence of attendance at professional learning (monthly)** √ **Common planning prep periods embedded into the Master Schedule** √ **Organized math centers with manipulatives and games** √ **Established short-term and long-term goals with students – (on a unit by unit basis)** √ **Increase in student performance in SETSS, self-contained, CTT and Lowest Third Citywide** √ **Ongoing analysis of student work with evidence of growth toward standards (monthly)**

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Subject/Area: **Social Studies**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**A Social Studies Curriculum Map will be created in each grade level K through 2. In grades 3, 4, and 5, the Core Curriculum will be the focus of collaborative planning. This has been a long-term goal and a multi-year project. By June 2011, our goal is to have at least (2-3) units of Social studies planned per grade level. These curriculum maps will be used to plan and implement coherent, standards-based instruction horizontally within a grade level and vertically across grade levels.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Use of Data** • **Teacher and parent SLT representatives indicate a need to continue to strengthen our Social Studies curriculum and illustrate a need to support teachers with appropriate resources and instructional materials particularly in grades K through 3** • **Analyze New York State Social Studies exam results from the 2009-2010 school year to determine areas of strength and weakness in our existing program** • **Implement the use of an Information Fluency Continuum from the NYC K-8 Social Studies Scope and Sequence to monitor individual student as well as class progress in gaining the necessary skills to be actively engaged in social studies learning** • **Formal and informal feedback received at PTA meetings and Curriculum Nights regarding social studies in the classrooms** **Curriculum and Instruction** • **Social Studies capacity builders and grade level leaders will support classroom teachers in selecting units of study in Social Studies for comprehensive development** • **All teachers will be provided a copy of the New York City K-8 Social Studies Scope and Sequence to use as a planning guide and will continue to communicate curriculum to parents in the monthly newsletter** • **The Curriculum Maps will include: Essential Questions, standards based instructional plans, options for assessment, suggested resource materials, field trip opportunities and desired student outcomes** • **Develop partnerships with cultural organizations and service learning opportunities (i.e. The Trinity School Partnership, Penny Harvest)** • **Plan field trips to enhance the learning experience of our students**

	• **A rigorous arts consultant program will support this Literacy and Social Studies initiative by integrating Visual Arts, Music, and Dance as resources and extensions of learning (i.e. Salvadori, Vital Theater, TADA!)** • **One teacher per grade level (K through 2) will participate in *Setting the Stage in K – 2: Teaching American History,* a collaboration between the NTC DOE, the New York Historical Society, and Bank Street College** **Professional Learning** • **A collaborative approach to social studies curriculum development and lesson planning will be supported by embedding weekly common planning time across all grade levels** • **Professional Development provided by internal DOE tailored to the new curriculum options and the NYC Social Studies Scope and Sequence (Tax Levy)** • **Fourth and fifth grade teachers (our designated Social Studies liaisons) who participated in a Teaching American History grant program and will have an opportunity to turnkey their work with their grade level cohort on an ongoing basis** • **Classroom and "peer" school inter-visitations will be used to share (and learn from) best practices based on identified needs (i.e., PS 49Q)** • **Professional Development Days (Nov. and June), monthly Faculty Conferences, and monthly Grade Level Meetings will be dedicated to professional learning in Core Curriculum**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**Alignment of Resources** • **Ordering the Core Curriculum/Trade Book Option for Grade 3 (NYSTL funds)** • **Per session for Curriculum Development and Mapping with the Social Studies Curriculum Team (Tax Levy – pending budget)** • **Resource materials for circulation in the school library (NYSLIB)** • **Instructional Technology for Interactive Learning (NYSTL Hardware Funds)** • **Supplemental Social Studies books for classroom libraries (Friends of PS 166)** • **Professional Learning Opportunities (Tax Levy)** • **PS 166 website**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	**Evidence** √ **Standards-based rubrics/checklists will be used to monitor individual student as well as class progress in gaining the necessary skills to be actively engaged in social studies learning** √ **The development, ongoing refinement and consistent use of a standards-based curriculum maps to guide instruction school-wide as evidenced by classroom visits, student work and lesson plans; Curriculum Map illustrating evidence of (2-3) Units completed by June 2011 for grades K through 2; Interim and long-term goals will be established as a timeline for measuring our progress** √ **Agendas and sign-in sheets as evidence of professional learning** √ **Monthly grade level planning time embedded into the program** √ **Integration of social studies and literacy - evidenced by informal and formal observations**

SECTION VI: ACTION PLAN

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

Subject/Area: **Inquiry-based Science**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To increase by 5% the number of students in the 4th grade who achieve a minimum of a Level 3 as measured by the New York State Science exam during the current school year (2009-2010). Our goal is to increase from 90% to 95% the students reaching grade level proficiency in science by fourth grade.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	**Use of Data** • **Teacher and parent SLT representatives indicate a need to continue to strengthen our science curriculum and illustrate a need to support teachers with implementation of a hands-on, inquiry-based science program as well as the need for "a full-time dedicated Science teacher" and the need for "more professional development"** • **Analyze New York State Science exam results from the 2009-2010 school year to determine areas of strength and weakness in our existing program** • **Formal and informal feedback received at PTA meetings and Curriculum Nights regarding science in the classrooms** • **Data from informal and formal classroom observations focusing on science instruction** **Curriculum and Instruction** • **Establish and maintain a Science Laboratory which emphasizes a hands-on, inquiry-based approach to learning** • **All teachers will be provided a copy of the New York City K-8 Science Scope and Sequence and FOSS Teachers' Guides to use for planning** • **Teachers will continue to communicate curriculum to parents in monthly newsletters** • **Maintain Instructional Time Guidelines as mandated by the New York State Department of Education (two – 45 minute periods per week in all kindergarten through second grade classes and three – 45 minute periods per week in all third through fifth grade classes** • **Provide support to teachers in managing an inquiry-based lab program via a dedicated full-time Science teacher** • **Science journal notebooks will be used to track student progress** • **Rubrics/checklists will be established to evaluate student performance based on grade level standards**

	Professional Learning • **A collaborative approach to science curriculum development and lesson planning will be supported by embedding weekly common planning time across all grade levels (beginning in September and continuing through June)** • **Support will be provided to all classroom teachers by our Science Consultant** • **Professional Development provided by internal DOE tailored to science teaching and learning, and the NYC Science Scope and Sequence (Tax Levy)** • **A full-time teacher will be designated as our Science liaison and will work in consultation with our Science Consultant to facilitate and sustain a collaborative approach to science teaching and learning (Sept. 2010 - June 2011)** • **Classroom and "peer" school inter-visitations will be used to share (and learn from) best practices based on identified needs (i.e., PS 163M)** • **Professional Development Days (Nov. and June), monthly Faculty Conferences, and monthly Grade Level Meetings will be dedicated to professional learning**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	**Alignment of Resources** • **Ordering of Core Curriculum Option A in Science: Kit-based (NYSTL Funds)** • **Full-time teacher offering partial day support to Science Lab for planning, preparation, and implementation of inquiry-based labs (TL Fair Student Funding)** • **Additional science kits and consumable materials (Friends of PS 166 Funding)** • **.2 Science Consultant position (Friends of PS 166 Funding)** • **Maple Truck visit for Kindergarten (Grant)** • **Collaboration with Stone Barns for second grade (Friends of PS 166 Funding)** • **Collaboration with Horticultural Society for third grade (Grant)** • **Fourth grade trip to Ashokan Watershed (Grant)** • **Third grade trip to "City that Drinks the Mountain Sky"**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	✓ **Designated Science Lab with FOSS, DSM and Harcourt kits** ✓ **Evidence of learning and hands-on, inquiry-based investigations and explorations in science as documented in student work folders and science journal notebooks** ✓ **Interim and long term goals will be established for individual students (unit by unit basis)** ✓ **Informal and formal classroom/lab observations of teaching and learning (unit by unit basis)** ✓ **Increase in performance by 5% the number of students in the 4th grade who achieve a minimum of a Level 3 as measured on the New York State Science exam during the 2010-2011 school year.**

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	0	1	0	as needed basis
1	17 (EX)	17 (EX)	N/A	N/A	0	3	0	as needed basis
2	23 (EX)	23 (EX)	N/A	N/A	0	2	0	as needed basis
3	8 (AIS) + 20 (EX)	9 (AIS) + 20 (EX)	N/A	N/A	0	0	5	as needed basis
4	8 (AIS) + 21 (EX)	8 (AIS) + 21 (EX)	N/A	N/A	0	0	10	as needed basis
5	8 (AIS) + 23 (EX)	6 (AIS) + 23 (EX)	11	N/A	0	0	3	as needed basis
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group instruction and one-on-one tutoring as needed three times per week during the school day and/or via the Extended Day Program. Materials include: Best Practices in Reading program, Soar to Success Intervention Reading program, trade books selected based on skills being taught and class library books. Fundations is being used in the lower grades to develop phonemic awareness, as well as guided reading techniques. Student progress is tracked via Fountas and Pinnell levels, running records, and conference notes.
Mathematics:	During the day small group instruction as well as one-on-one tutoring when needed two times per week for students in the upper grades (3-5); lower grades (K-2) meet for small group instruction four times per week via the Extended Day Program. The program is adapted to meet the needs of individual students and is supported by various instructional materials, including: Strategies for Success in Math, Comprehensive Mathematics Assessment, Everyday Math Games, differentiated instruction and manipulatives. Student progress is tracked via baseline assessments, unit exams, and Math Achievement Predictors.
Science:	Extended day small group instruction integrating Science and Literacy; including Reading and Writing. Instructional materials include: Science in Your World, Growing Things, and the New York State Science Coach. The Science Teacher also works with the students in the Science lab during the extended day periods to reinforce inquiry-based skills.
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	During the day small group advisories, conflict resolution, anti-bullying “Respect for All” supports, and plays therapy. Whole class intervention lessons are also planned on an as needed basis to support community building and social skills.
At-risk Services Provided by the School Psychologist:	During the day at risk counseling, suicide ideation, child abuse, crisis intervention, conflict resolution, anti-bullying “Respect for All”, bereavement, behavior management, social skills development, teacher consultations, desperation/anxiety, race/gender conflicts, and character development (i.e. Caring School Communities)
At-risk Services Provided by the Social Worker:	During the day small group advisories focusing on conflict resolution and fostering responsible behavior. Support is also offered during recess to reinforce appropriate social skills and to build leadership capacity and efficacy.
At-risk Health-related Services:	On an as needed basis the school nurse provides support to students with the following: playground safety, asthma, healthy eating, nutrition, lice education, immunizations, personal hygiene, annual physical/follow-ups on health-related problems, vision/hearing, anti-bullying “Respect for All” support, and referrals for medical attention.

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

NCLB/SED requirement for all schools

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

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

☐ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

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

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

☐ Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s): K-5 **Number of Students to be Served: 36 LEP 573 Non-LEP**

Number of Teachers 7 **Other Staff (Specify) _____**

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Rationale: The students' language proficiency levels according to the NYSESLAT range from Beginner to Intermediate to Advanced. The goal is to work on students' integration of four skills of listening, reading, writing and speaking in literacy and math in English in order to scaffold learning to the next level. Early intervention guided reading strategies as well as metacognitive strategies to increase reading comprehension will be emphasized. Content writing in response to picture graphics will also be a focus. In addition, group time emphasis will be on scaffolding math academic language needed to solve word problems. Students will be given continuous opportunity to integrate modalities and work toward meeting standards.

Approach: Small group instruction

Frequency/Duration: after school 3:20 pm to 5:20 pm, 2 hours, one day per week. Mondays-January 2011-May 2011.

Number of Students: 36 K-5th grade students grouped by proficiency level, grade, Fountas and Pinnell assessments, informal assessments and judgment

Number of Teachers: 7 certified ESL/Bilingual teachers/ESL trained

Measurement and Assessment Indicators: Fountas/Pinnell Assessments, State tests such as ELA and NYSESLAT, ELL interim assessments, City/State Math Exams as well as teacher made assessments.

The assessment and accountability will be shown in the following ways:

We will look for academic growth and achievement to be evidenced by ESL standards. Several formal assessments will be administered throughout the year to help guide instruction. They are LAB-R and NYSESLAT where applicable, ELA and math Acuity Assessments, ELL Interim assessments and NYS and Citywide exams. We well develop student language skills in the areas of listening, speaking, reading and writing. Fountas/Pinnell assessments, ARIS reports, teacher made assessments, anecdotal records, writing samples, student accountable talk and portfolios will be used to help guide instruction and scaffold learning as well. The accountability of the students will be measured by ensuring that teachers who are working with the ELL population are trained and knowledgeable on providing support for these students. Student progress will be discussed during grade meetings and program meetings.

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

To continue the focus of our LAP of developing the four modalities and help increase knowledge of supporting our ELL students, we will hold an ongoing study group using *English Language Learners Day by Day K-6 by Christina Celic*. In addition, current articles from the International Reading Association and TESOL journals on differentiating instruction for Ells will be used for student and discussion. The seven Title III teachers will be invited to participate for per session rate. A copy of the book will be supplied to each teacher as well. Projected dates will be 1/28, 2/4, 3/4, 3/11, 3/25, 4/8, 4/15, 4/29, 5/6, and 5/20. The group will meet for one hour at a time. A certified ESL teacher will facilitate the Professional Development and Instruction. Culmination activity participants will create an information booklet highlighting strategies and activities aligning ESL/ELA Math Standards to support Title III instruction and learning. Study Group teachers will turn key information during common prep meetings and staff meetings. This new learning will enhance our existing Professional Development.

The professional development will be measured by the following: State ESL standards being met as evidenced by student work on ongoing assessments. A pre and post survey will measure increased teacher awareness of scaffolding strategies and increased knowledge of working with students. Teachers will be given the opportunity to collaborate and work in groups to differentiate their knowledge levels and learn from each other. An ongoing journal will be created to reflect upon and improve instruction.

Parent Involvement/Engagement:

In order to recognize the importance of family and community involvement and reach out to parents, we will be holding 2 two-hour workshops to help parents with strategies to support their children at home as well as familiarize them with alignment of ESL and ELA standards. One certified teacher will lead the workshops. Proposed dates will be 12/13, 2010 and 3/18, 2011. Parents of all Ells will be invited to participate. Their increased knowledge base from these workshops will lead to increased student performance in school. Translators will be available on an "as needed" basis.

Section III. Title III Budget

School: PS 166 **BEDS Code: 310300010166**

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	8381.52 + 3492.30 + 698.46 = 12572.28	Instruction: 7 teachers X 12 weeks X 2 hours peer week at 49.89 (including fringe) = 8381.52 PD: 7 teachers x 10 weeks x 1 hour per week at 49.89 = 3492.30 Planning and presenting Parent Workshops: 14 hours x 49.89 = 698.46 **252 hours total = 12572.28**
Purchased services - High quality staff and curriculum development contracts.	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	2127.72	Instructional materials: Rigby Benchmark fiction and non-fiction, theme leveled books, vocabulary and comprehension games, notebooks, folders, markers, and copy paper = 1797.72 PD materials: *English Language Learners Day By Day K-6: A Complete Guide to Literacy, Content Area and Language Instruction* by Christina Celic at 30.00 a copy = 210.00 for participating teachers and multiple copying of supplemental journal articles, teacher binders = 40.00 Parent materials: Multiple copying for handouts = 80.00 **1797.92 + 210.00 + 40.00 + 80.00 = 2127.72**
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	300.00	Food for workshops = **300.00** Workshops regarding strategies to help at home with ESL and ELA standards.
TOTAL	15000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Written translation and oral translation needs assessments were conducted at registration from information obtained from the Home Language Identification Surveys and from parent interviews.

2. Findings reveal that most parents of our Spanish speaking second language learner population are American born and/or fluent readers, writers and speakers of English. Findings reveal that six parents of our Spanish home language population need written and oral translation/interpretation into Spanish. Families coming from homes other than Spanish speaking are fluent in English and therefore not in need of these services. The Parent Coordinator and ELL Coordinator reported findings to the school community during initial parent meetings. In addition, information is available regarding access to translation and interpretation services in the Parent Coordinator's office.

Part B: Strategies and Activities

1. Written translation communicated in letters and memos will be provided by in-house Spanish bilingual staff members. In addition, parent volunteers will be called upon for written translation of school correspondence on an as needed basis to insure timely provision of translation documents. This service will meet our identified needs by providing Spanish written correspondence to those Spanish home language families.

2. In-house Spanish bilingual staff members will provide oral interpretation for parents at meetings and conferences. In addition, parent volunteers will be called upon in the form of a buddy system for oral interpretation on an as needed basis to insure timely provision of oral interpretation needs. Parents also at times choose to rely on an adult friend or relative for language and interpretation services. Over the phone interpretation service information is available at the Safety Agent's desk, school office and Parent Coordinator's office if need arises.

3. Our school keeps on file updated blue student emergency cards with a current record of the primary language of each parent. In addition, we keep on file a list of all parents requiring language assistance in order to communicate effectively regarding their child's education. Our school provides translation and interpretation services to all parents who require language assistance in order to communicate effectively about their child's education. Parents are provided with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Signs are also posted on the first floor of our school in multiple covered languages indicating the availability of interpretation services. In addition, we post signs for ARIS assessment

documents and translated report cards on an as needed basis. For general assistance and more information we have a WELCOME to the 2010-2011 school year sign posted at the front of the school in multiple languages with contact information for our Parent Coordinator and District Family Advocate. We compiled a list of Bilingual staff available for translation, which is kept on file in the Parent Coordinator's office.

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.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

***Explanation – School Parental Involvement Policy**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

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

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

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

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

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** *(i.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program (✓)**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✓)**	**Page #(s)**
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes of** the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: Good Standing **SURR[3] Phase/Group *(If applicable):*** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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

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

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

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

All schools must complete this appendix.

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

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

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Part A: FOR TITLE I SCHOOLS

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

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

Part B: FOR NON-TITLE I SCHOOLS

1. Currently, we have twenty-one students attending our school who are designated as Students in Temporary Housing, including students designated as “doubled up”, in “temporary housing”, or living in a “shelter“.

2. Using the Title 1 set-aside funds, we are planning to provide our STH students with the following services:
   - School supplies and instructional support materials
   - Funding to participate in an academic enrichment/intervention program that will run from February 2011 through May 2011

.

3. As a Non-Title 1 school, we have been allocated $26,877 in Title 1 set-aside funds to support these services that we are planning to provide to our STH population.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 166 The Richard Rodgers School of The Arts an								
District:	3	**DBN:**	03M166	**School**		310300010166			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	36	36	0
Kindergarten	89	102	105
Grade 1	106	100	105
Grade 2	101	96	106
Grade 3	96	93	102
Grade 4	84	95	96
Grade 5	98	81	89
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	6	7
Total	610	609	610

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	22	27	19
# in Collaborative Team Teaching (CTT) Classes	7	8	9
Number all others	37	38	41
These students are included in the enrollment information above.			

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	47	38	TBD
# ELLs with IEPs	1	13	TBD
These students are included in the General and Special Education enrollment information above.			

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	93.6	93.7	94.5

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	97.4	97.7	97.4

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	29.3	32.2	36.6

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	5	4	23

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	0	0	0
Superintendent Suspensions	0	0	0

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	42	42	42
Number of Administrators and Other Professionals	14	15	4
Number of Educational Paraprofessionals	4	5	10

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			100.0	100.0	100.0
				% more than 2 years teaching in this school			61.9	66.7	88.1
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			42.9	42.9	54.8
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			88.0	90.0	88.1
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers			95.2	82.5	100.0
Black or African American	18.0	14.6	13.6						
Hispanic or Latino	26.9	23.5	26.2						
Asian or Native Hawaiian/Other Pacific	7.5	7.6	8.5						
White	45.6	49.4	50.5						
Male	48.2	48.4	49.0						
Female	51.8	51.6	51.0						

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	D	**Overall Evaluation:**	WD
Overall Score:	19.8	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	6.5	Quality Statement 2: Plan and Set Goals	WD
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals	WD
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	WD
Student Progress:	10.1		
(Comprises 60% of the			
Additional Credit:	0		

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

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

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

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 607	District 03	School Number 166	School Name Richard Rodgers

Principal Debbie Hand	Assistant Principal Deborah Forschein
Coach NA	Coach NA
Teacher/Subject Area Deborah Cohen/ESL	Guidance Counselor Helen Gidali
Teacher/Subject Area Mildred Sessoms/Grade 2	Parent NA
Teacher/Subject Area Alison Epstein/Grade 3	Parent Coordinator Deborah Markewich
Related Service Provider Abby Castro/SETSS-IEP	Other NA
Network Leader Elmer Myers	Other NA

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	609	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	5.91%

Part II: ELL Identification Process

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

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

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

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

ELL Identification Process

Our school has a structure in place to ensure that ELLs are properly identified and that parents understand program options for their children. The parents are given a HLIS at registration in English and their native Language. The pedagogue responsible for conducting the initial screening and administering the HLIS is our licensed ESL teacher. Translators are on call to interview in the native language. In addition, the Parent Coordinator, School Business Manager, and Bilingual School Secretary are trained by the certified ESL teacher to aid in the process. A student is considered to have a home language other than English when one question (Part1: questions 1-4) indicates that the student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English. The ESL teacher administers the LAB-R to eligible students and for the new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut off scores, the Spanish LAB is administered as well.

The ESL Teacher uses the RLAT report to view results of the annual NYSESLAT. She also uses the RNMR report to disaggregate scores by modality and plan for ongoing instruction. Students who come from a home where a language other than English is spoken and who are entitled based on LAB-R testing, remain entitled until they test out by scoring at the Proficient level on the spring administration of the NYSESLAT. Those students still eligible receive letters of Continued Entitlement while those who gain proficiency receive Non-Entitlement/Transition letters.

On the basis of the HLIS and the results of the LAB-R administered by the ESL Teacher, parents of newly enrolled ELLs receive a letter of Entitlement in English and their home language inviting them to come to a school meeting in which the program choices are explained. Follow up phone calls and reminder notes are sent as well as in person visits by the ESL Teacher at drop-off and dismissal to ensure that parents attend the orientation and return Program Selection Forms. In addition, parents of students who scored at or above proficiency on the LAB-R are sent a Non Entitlement Letter.

Parents are invited to orientation sessions during the first ten days of school. At the session, they are provided with an overview of Transitional Bilingual Education, Dual Language and Free-Standing ESL. Information is provided in their native language. At that time, they receive a translated brochure, "Guide to English Language Learners" and watch an orientation DVD.

After reviewing the Parent Survey and Program Selection forms for the past few years 2007 – current Fall, 2010, the trend in program choice at our school has been the Free-standing ESL program. Two parents total between 2007 and 2010 were considering Dual Language programs but chose to remain at P.S. 166. One kindergarten parent during the 2007/08 school year was considering a Dual Language French class and Fall 2010 another parent was considering a Dual Language Spanish class. The program offered at P.S. 166 is aligned with what parents have been requesting. In the ESL program the target language is English and the instruction is solely in English, the common language of our diverse multi-lingual student community. Now that we see that two parents are interested in Dual Language and still wished to remain at our school we will continue to keep track of numbers. When we have sufficient amount for a class, we will then be ready with the names of parents. In addition, as part of our LAP team planning we will continue to pursue recruitment and continue to make sure parents are clear about their choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	8	8	8	8	8	8								48
Total	8	8	8	8	8	8	0	0	0	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	**Newcomers (ELLs receiving service 0-3 years)**	27	**Special Education**	11
SIFE	0	**ELLs receiving service 4-6 years**	9	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	27		6	9		5	0		0	36
Total	27	0	6	9	0	5	0	0	0	36
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: Asian: Hispanic/Latino:

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

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	3	4	5	4	4								22
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	1	3										6
Haitian				1		1								2
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		1	1									4
TOTAL	**5**	**5**	**5**	**11**	**5**	**5**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**36**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling

In the Freestanding ESL program instruction is delivered by the ESL teacher working equal time with the push-in pull out models, planning with classroom teachers to ensure curricular alignment. In the push in model, the ESL teacher works with these target students during ELA instruction in collaboration with the regular classroom teacher. In order to comply with mandates, explicit ESL is delivered as the teacher provides support and can scaffold instruction to make the subject area information more comprehensible while the ELLs retain content instruction time. Language acquisition and vocabulary support in English are provided to these target children. The pull-out model is also utilized to homogeneously group for target area of instruction according to NYSESLAT and LAB-R scores and depending on the proficiency levels and heterogeneous make-up of classes. Needs within individual modalities are analyzed in order to target instruction and form groups based on needs. In setting up classes we will continue to work towards grouping ELLs in the same class on a grade level in order to maximize the push-in model.

All beginning and intermediate students receive 360 minutes of instruction per week. Advanced learners receive 180 minutes of instruction per week. Planning and instruction continues to be aligned with ESL/ELA learning standards and aligned with classroom literacy units of study. Differentiation of student needs is taken into account. Students demonstrate learning through ongoing observation, assessments as well as utilizing rubrics and class projects. The ESL teacher scaffolds instruction using ESL methodology in the context of the balanced literacy instructional approach in order to make content comprehensible and enrich language development. Instructional attention is given to teacher modeling of metacognitive strategies in literacy as well as creating visuals and using manipulatives to support academic vocabulary used for mathematic reasoning and modeling, social studies and science concepts. Writing is supported with immersion in various literacy genres, mentor texts and use of graphic organizers and interactive writing. Running records, portfolios and conferences are used to ensure appropriate learning changes over time.

Active planning is taking place to ensure appropriate strategy work and differentiation for the various subgroups of ELLs in our school community. The plan for SIFE and long term ELLs is to receive academic intervention services in reading, writing and math. Newcomers to our community will have an emphasis on TPR strategies and be given the necessary time to interact with those who are more proficient. In addition, for our Ells in US schools less than three years. we use Rigby Our Way to English shared reading, song, and vocabulary building kits as well as thematic teaching to develop an experiential knowledge base. For our ELLs with special needs, their IEP will be reviewed in order to determine an appropriate plan. The ESL teacher collaborates with the classroom teacher to modify tasks and plan appropriate scaffolds. We will continue to work on strategies to differentiate instruction in the mainstream classroom as well as with small group at- risk work.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	

B. Programming and Scheduling Information--Continued

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

Programming and Scheduling -continued

Our school offers a range of targeted intervention programs in English for ELLs in ELA, math, and science focusing on ELLs at risk for not attaining one year of value added growth. Targeted intervention services are given to our 4-6 year ELLs mainly targeting students in need of extension of services based on CR Part 154. These services include extended day as a TIER 1 intervention. Students work with a classroom assistant and peer tutor as a TIER 1 intervention 2 days a week. In addition these students in need of academic intervention are seen by an AIS provider as a TIER 2 intervention 2 days a week. These ELLs not meeting grade level standards in ELA, Math and Science receive during small group extended day work as well as in the Science Lab to reinforce inquiry-based skills. In addition at risk first graders and second graders work with B'nai Jeshurun reading volunteers and may attend the Stephen Gaynor School after school program. Learning Leaders volunteers assist our Ells in all subgroups with research and book selection in our school library. Our science consultant helps differentiate needs of ELLs across subgroups in the science lab. All ELLs in grades K-5 are invited to attend our after school Title III academy to work on guided reading, writing, and math academic vocabulary as well as integrated science and social studies thematic activities.

Because NCLB now requires that ELLs will be taking the ELA after one year, we will be providing them with explicit test taking strategies and continue to align instruction with the ELA curriculum. Our students who have reached proficiency will be monitored at points during push- in group work. They will also be used at times as helpers in partnerships with less proficient students. These ELLs reaching proficiency will continue to receive the accommodation for ELLs on state exams for up to 2 years.

Programs new to our school this year for our entire community including ELLS are as follows: social studies professional development for K-2 teachers, setting the stage social studies program K-2 as well as a Salvadori program to include grades 3-5. Chess will be taught during the

school day in addition to after school, and a Picasso program with the Museum of Natural History. In addition all students including ELLs will be part of a new Wellness Healthy Food initiative which pays for a trained culinary school graduate to come 5 days a week into the school kitchen. All students including ELLS will be part of a new Cross Age Buddies Town Hall Meetings program to further develop our Caring School Community work. Ballet Hispanico and Robotics programs will be discontinued this year to allow for focused work with the above new programs to connect with our Social Studies and Arts programs.

ELLs are afforded equal access to all school programs. All students, including ELLs at P.S. 166, participate in the following curricular program: All classes are taught using the Workshop Model, combining mini-lessons with group, shared and independent work. In Literacy, teachers use a balanced literacy approach in teaching reading, writing and word study. P.S 166 uses a cognitive based Everyday Mathematics program. It provides a differentiated instructive approach where students are grouped based on readiness level. The groups are flexible and change based on the current unit of study. In addition, the Math Steps program is utilized to supplement Everyday Mathematics for those students who would benefit from a more structured method of instruction. Our classes implement the FOSS/Delta program of science discovery and investigation. Social Studies is incorporated into the literacy curriculum in each of our classes. We follow the New York State curriculum in this area.

All students including ELLs receive instruction in computers, physical education, dance, music and art cluster periods. All of our arts programs follow the Blueprint for the Arts manual from the Department of Education. In addition all of our ELLs have the opportunity to participate with their classes in supplemental services of external organization programs with Mannes School of Music, Landmarks West, Salvadori, TADA!, Vital Theater, the American Museum of Natural History, and the Horticultural Society - in addition to the above mentioned new programs for this year.

All students including ELLs are invited to participate in our after school enrichment club sponsored by the PTA to provide students with a variety of extracurricular opportunities such as sports, chess and musicals.

Appropriate instructional materials are selected to support ELLs across curriculum areas. They are chosen based on the class unit of study calendar for each grade. These materials are chosen when possible to reflect the target culture and are chosen because students can make a connection from the books to their lives. Realia, games, theme kits and picture support are continuously embedded into lessons for content, vocabulary and language support from Rigby and Lakeshore companies. Use of shared reading, poems and songs help our beginning Ells as well as graphic organizers, differentiated for student need across proficiency levels. Getting Ready for the NYSESLAT and Beyond by Attanasio and Associates are utilized .Technology is infused into the curriculum. The Renzulli Learning program provides differentiated instruction based on the individual student interest and readiness level on the computer. The students also take part in the school wide enrichment module where they are broken up into learning clusters based on student surveys.

The Native Language is integrated as part of the Balanced Literacy Instruction and content area instruction as children are given opportunity to read books in their native language as a genre choice during independent reading. Students' prior knowledge is activated to support participation. It is important that the native language is used to support challenging areas of instruction. Books and picture dictionaries are being purchased in students' native languages and brought into classrooms. Parents are encouraged to share books from home in the native language after reading them with their children.

There are a variety of services available to all of our ELLs if needed to achieve and maintain a satisfactory level of academic performance corresponding to their age and grade level. These include: guidance, psychology, occupational therapy, physical therapy as well as speech and language services and small group instruction provided by a Special Education teacher. ESL students receiving special education services in accordance with his/her IEP are also eligible for ESL services as recommended in the IEP.

All newly enrolled ELL students are invited to attend an informational session as well as a walking tour of the school. In addition, upon arrival into their classroom, new arrivals are paired up with a more proficient buddy to help them acculturate to their new environment.

No formal language electives are offered at our school. Parents can opt to sign up their children for a Spanish class as part of the after school enrichment club.

C. Schools with Dual Language Programs

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

NA

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

ELL professional development of methodology and strategies for teaching ELLs continue in the school to ensure quality teaching and learning. Teachers are given time to familiarize themselves with second language acquisition and alignment of standards to help plan lessons to meet the needs of the language proficiency levels of ELLs at monthly grade conferences and staff meetings. The ESL teacher articulates with teachers monthly and provides techniques and strategies to use with our ELLs in the mainstream classrooms. As part of the school's professional development, eight sessions will be planned during monthly articulations with teachers. These sessions will give teachers the opportunity to explore ESL strategies and methodology. Tentative dates and topics are as follows:

November 9, 2010 – How the NYSESLAT and other assessments help us plan instruction
December 7, 2010 – Interactive/Expository Writing with ELLs
January 4, 2011 – Aligning ELA/ESL standards and bridging the gap for our students
February 8, 2011– Math and the ELL student
March 8, 2011 – Thematic units and center activities to meet the needs of ELLs
April 5, 2011 - Technology and the ELL Student
May 10, 2011 – ELLs and Gifted Education
June 7, 2011 – Differentiation and the IEP Student

In addition, staff members attending hours of Professional Development for Title III will receive credit towards Jose P.

The Office of English Language Learners offers professional development opportunities for ESL and monolingual staff. These opportunities are posted and emailed to staff. Teachers are encouraged to participate in these workshops. In addition a book called English Language Learners Day by Day K-6- A Complete Guide to Literacy ,Content Area and Language Instruction is being read and discussed during our ELL academy after school professional development study group as well as ongoing topics on differentiation for ELLs from current journal articles. The ESL teacher participates in ongoing school-based as well as Professional development provided by ELL compliance specialists, Protraxx and our LLSO.

The ESL Teacher and Guidance Counselor support staff to assist ELLs as they transition from elementary to middle school by sharing tips and afterschool summer program opportunities for ELLs on an as needed basis.

E. Parental Involvement

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

Parent Involvement

In order to recognize the importance of family and community involvement in the education of ELLs and strengthen communication with parents, all parents of newly enrolled ELLs are provided with an orientation session on the State standards, assessments, school expectations and a general program description. At this September 2010 meeting, parents were provided with an orientation DVD and materials in their native language to explain and clarify information about services for ELLs. There will also be two additional meetings for parents during the school year. One to present information on helping their children at home in November 2010 and the second on questions concerning curriculum and methodology used with the students and getting ready for ELA and NYSESLAT in March 2011. Translators will be provided during the meetings for parents and all written materials will be in both English and Spanish. Parents of ELL students are invited to meet with their child's teachers regularly. Parent-Teacher conferences are held both during the fall and spring terms. Translators will be available on an "as needed" basis.
Ongoing correspondence with parents also takes place in the form of memos and informational meetings. All parents including parents of ELLS are invited to monthly PTA meetings on various topics. All parents are invited to our Community Building Meetings to plan activities and events that build community.

We have an active Parent Association where parents work together to raise money at various fundraisers like Fall Fest, Annual Auction, and Magazine Drive. Flyers are placed in student backpacks as well as in Weekly Flyer announcements. Our school has a partnership with Parent Job Net in order to help parents network for jobs and to refer parents to English Classes.

We evaluate the needs of parents by looking at the DOE Parent Surveys results, by interviews at parent orientation and registration as well as language preference on the blue emergency card. Our parental involvement activities address the needs of parents by listening to our parents and enabling them to participate in a variety of programs with option for translation in their preferred language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	2	5	0	1								11
Intermediate(I)	1	3	1	4	0	0								9
Advanced (A)	3	0	2	3	4	4								16
Total	5	5	5	12	4	5	0	0	0	0	0	0	0	36

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B	0	0	0	0	0								
	I	2	1	2	1	0								
	A	1	3	0	2	0								
	P	2	1	5	3	4								
Reading/ Writing	B	2	2	2	1	0								
	I	3	1	3	1	0								
	A	0	2	2	4	5								
	P	0	0	0	0	0								

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		3				5
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	NA							
Chinese Reading Test	0							

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

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

Assessment Analysis

Our school uses Fountas and Pinnell Continuum for Literacy Learning as an assessment tool to key into the early literacy skills of our ELL students used in conjunction with the TCRWP benchmarks for independent reading levels. In addition the ESL teacher supplements with self made modality rubrics based on NYSESLAT goals, rubrics and Our Way to English strategy checklists. In analysis of our ELLs F and P levels, currently we have 5 ELLs at emergent story book level (pre-level A), 1 student at level A, 3 students at level B, 1 student at level C, 3 students at level D, 3 students at level F, 1 student at level H, 2 students at level I, 4 students at level J, 4 at level L, 2 at level M, 1 at level O, 2 at level P, 3 at level S and 1 at level T. According to the TCRWP Benchmarks for Independent Reading Levels for September-November 2010, 56% of our ELLs are meeting or exceeding standards, 22% approaching and 22% in need of extra support. The students

Advanced Learners. In Grade one, we have 2 Beginners, and 3 Intermediates. In Grade 2 we have 2 Beginners, 1 Intermediate and 2 Advanced. In Grade 3 we have 5 Beginners, 4 Intermediates and 3 Advanced. In Grade 4 we have 4 Advanced and in Grade 5 we have1 Beginner and 4 Advanced. Of our 36 ELLs, 30 % of our students are Beginners, 25% of our students are Intermediate and 44% are Advanced.

In disaggregation of modalities of the Spring 2010 NYSESLAT in Listening/Speaking (L/S) and Reading/Writing (R/W):

Of our 5 Kindergarten ELLs (now current Grade 1 ELLs), 0 scored Beginner level (L/S), 2 scored Intermediate level (L/S), 1 scored Advanced Level (L/S) and 2 scored Proficient level (L/S), 2 scored Beginner level (R/W), 3 scored Intermediate level (R/W) 0 scored Advanced level (R/W) and 0 scored Proficient level (R/W).

Of our 5 Grade 1 ELLs (now current Grade 2 ELLs), 0 scored Beginner level (L/S), 1 scored Intermediate level (L/S), 3 scored Advanced level (L/S) and 1 scored Proficient level (L/S), 2 scored beginner level (R/W), 1 scored Intermediate level (R/W) and 2 scored Advanced (R/W) and 0 scored Proficient level (R/W).

Of our 7 Grade 2 ELLs (now current Grade 3 ELLs), 0 scored Beginner level (L,S), 2 scored Intermediate level (L,S), 0 scored Advanced level (L,S) and 5 scored Proficient level(L/S), 2 scored Beginner level (R,W), 3 scored Intermediate level (R/W) and 2scored Advanced level (R/W).

Of our 6 Grade 3 ELLs, 0 scored Beginner level (L,S), 1 scored Intermediate level (L,S), 2 scored Advanced (L/S) and 3 scored Proficient (L/S),1 scored Beginner level (R,W), 1 scored Intermediate (R/W) and 4 scored Advanced (R/W).

Of our 5 Grade 4 ELLs, 1 scored Advanced level (L/S) and 4 scored Proficient level (L/S), and 5 scored Advanced level (R/W).

Our 4th and 5th grades are mostly advanced with the exception of one beginner who arrived in the Spring of last year. Our 3rd grade this year has a higher concentration of beginners and intermediate learners. 3 of these students were new arrivals last year, 1 brand new this year, 2 IEP students in our CTT class and 1 designated as risk for holdover. Our K-2 data reveals a similar number of Beginning and Intermediate students with a higher number of advanced students in Grades K and two. In disaggregation of modalities across grade levels, 15 students scored at proficiency in L/S, but are still ELL status due to lower R/W scores. None of our current ELLs scored proficient in R/W. Although the total composite scores show inconsistency in levels of modalities across the board, listening and speaking skills in productive and receptive modalities are significantly higher than reading and writing skills. Oracy skills are more developed than literacy skills, but all areas need development.

In order to match instruction based on these findings, the school's LAP and instruction will target our ELLs' needs in both social and academic language. Children's instruction will be supported with ESL methodology as they are engaged in meaningful contextual activities and class projects. Consideration of all modalities is important so that all instruction will allow opportunity to use the four skills. For example, the excellent use of music, poetry, shared reading, guided reading, read-alouds, and phonemic awareness starting in Kindergarten with continuous reinforcement of skills throughout the grades. Discussion in partnerships and hands-on activities using a multisensory approach will help improve productive skills and integrate the modalities. Teacher modeling and think-alouds will help activate prior knowledge and support metacognition. Emphasis on accountable talk will ensure the development of speaking and listening in the academic setting. BICS and CALP will be integrated. Writing will be supported with immersion in various literacy genres, mentor texts and use of graphic organizers and interactive writing. Continuous vocabulary development will be aided with visual and relia support. Ongoing assessment of learning will be used to help scaffold learning to the next level. In our free-standing ESL model, our instructional focus is on improving academic language skills by continuing to integrate oracy and literacy skills in all lessons.

An analysis of state and city wide literacy and math assessments shows a range of students across grades above, at and below grade level standards. Of the 5 3rd graders who took the 2010 ELA, 3 ELLS scored at level 2 and 1ELL scored at level 1. Of the 4 4th graders who took the 2010 ELA, 4 ELLs scored at level 2 and 1 scored at level 1. Our current 5th graders who took the Spring 2010 Science test, 2 scored level 2 and 3 scored level 3.

On the 2009/10 Acuities many students scored in the range of 74% and below. In analysis of the individual testing components in literacy students need development in areas of listening, speaking, reading and writing for critical analysis and evaluation. They need development in areas of comparing and contrasting, vocabulary development, using prefixes and suffixes as well as recognizing story structure. They need development in the areas of using graphic organizers to record significant information from texts, determining author's purpose and understanding the difference between relevant and irrelevant information. They demonstrated more success in summarizing texts and explaining the difference between fact and fiction. In addition making inferences and drawing conclusions is a challenge.

In analyzing results from the 2009/10 ELL interim assessments patterns of strengths across grades and proficiency levels include following oral directions, matching vocabulary with a picture and making predictions about familiar topics. In grade 3 listening, 5 students were tested. 1 student scored 10%, 1 scored 70%, 1 scored 80%, 1 scored 90% and 1 scored 100%. In reading, 1 scored 40%, 2 scored 50%, 1 scored 70% and 1 scored 80%. In writing, 1 scored 50%, 1 scored 60%, 1 scored 70% and 2 scored 100%. Areas of need included following multiple oral directions to make text comprehensible from a graphic, formulating and responding to questions to clarify meaning

and pronoun usage in possessive form. As a group, no 4th graders scored in the 0-50% range in any modality. In Listening, 1 of the 6 tested scored in the 60%, 2 scored 70% and 2 scored 100%. In Reading, 2 of the 6 tested scored 80% 2 scored in the 90% and 2 scored 100%. In Writing, 2 scored 70%, 1 scored 80% and 3 scored 90%. Patterns of need in 4th grade are in the area of listening attentively to a story scenario choosing correct sentence structure as well as making predictions, inferences and deductions based on an experiential piece. They were successful in recalling details. Areas of strength also include matching appropriate vocabulary and discriminating pronunciation of similar sounds/meaning of words. Areas of need include following oral directions, choosing correct sentence structure and making predictions and inferences.

The NYSESLAT, ELA and Acuity and Interim results appear to correlate where productive skills in oracy and literacy need development. Students will be given opportunities to work in cooperative groups to collaborate, use accountable talk and try out strategies introduced in teacher mini lessons. No students this year received level 3 or above with the exception of Science where they were involved in more hands on performance based inquiry work. Students need tools in building schema, making analogies, frontloading of vocabulary and scaffolding writing assignments in order to tackle the standard grade level work in reading and writing skills.

Of the five 3rd graders who took the 2010 State Math exam, 4 scored level 1 and 1scored level 2. Of the 5 4th graders who took the

Part VI: LAP Assurances

writing whole numbers and graphing. In our Free Standing ESL model students will be improving reading comprehension through teacher modeling of metagcognitive strategies. Attention will be given to providing math academic vocabulary support with terms step by step

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		11/1/10
	Other		11/1/10
	Other		
	Other		
	Other		