



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE RICHARD ROGERS SCHOOL OF ARTS AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M166

PRINCIPAL: A. OLDEN-CAMIOLO EMAIL: ACAMIOLO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. ESTER FRIEDMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Angela Olden-Camiolo	*Principal or Designee	
James Fama	*UFT Chapter Leader or Designee	
Christine DiPasquale	*PA/PTA President or Designated Co-President	
James Mitchell	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kathryn Wright	CBO Representative	
Veronica Edmondson	CBO Representative	
Cassandra Gregov	Teacher	
Deborah Cohen	Teacher	
Leslie Zampetti	Parent	
Stefanie Goldblatt	Parent	
Alison Epstein	Teacher	
Jenny Sora	Teacher	
Gayle Hajian	Parent	
Sara Spinnell	Parent	

Michele Samarel	Parent	
Liz Wedlan	Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ENGLISH LANGUAGE ARTS ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, teachers will use their knowledge and understanding of implemented Citywide Instructional Expectations for ELA to increase the ELA proficiency level of the school by 5% as measured by the School Progress Report. This will be an increase from 62.1% to 67.1%. In addition, teacher practice/effectiveness will be strengthened by developing a shared understanding of rigorous ELA instructional tasks.

Comprehensive needs assessment

After reviewing the NYS Exam data and Progress Report results, it is clear that a number of our students are not making a year of progress in English Language Arts. Over 20% are not meeting State Standards. Based on this need, our goal is to identify students who are not meeting State Standards, develop appropriate academic intervention services, and help them achieve Standard Proficiency on the 2012 NYS ELA Exam.

In order to ensure that teacher practice and effectiveness will be strengthened, 100% of our teachers will participate in the unveiling of the citywide instructional expectations. To set clear expectations, we will design and implement a monitoring system that is aligned with the state common core standards Literacy Focus that will yield timely, meaningful and diagnostic results for all teachers.

Instructional strategies/activities

- Expand current success on individualized/group student goal-setting in all content areas by June 2012.
- Beginning in Spring 2012, Provide test prep classes after school and during the extended session.
- Ongoing throughout 2011-2012, utilize baseline exams, Acuity Assessments, and Fountas and Pinnell assessment data to identify individual, small group, and whole class academic areas in need of improvement.
- Increase number of service providers pushing into classrooms to provide differentiated support by June 2012.
- Utilize common planning periods for discussions related to student progress and best practices ongoing throughout the 2011-2012 school year.
- Teachers will regularly conference with students to guide individual student goal-setting, discuss student progress and performance, and provide feedback and areas for growth, with full implementation expected by Spring of 2012.
- Teachers will incorporate modified ELA and Mathematics learning experiences that correlate to the Common Core Standards for English Language Learners and Special Needs Students ongoing throughout 2011-2012.
- Engage students in community building activities such as student council, community service projects, and drama productions surrounding social issues with implementation beginning in November 2011 and continuing throughout the year.
- By June 2012, 100% of teachers in grades K-2 will utilize the Work Sampling System as a method of looking at student work to assure alignment to Common Core Standards for reading and writing.

Literacy Focus- Written response to informational texts through group activities

Kindergarten- 1. Students with prompting and support will ask and answer questions about key details in a text.

First Grade- 1. Students will be able to ask and answer questions about key details in a text.

Second Grade- 1. Students will be able ask and answer such questions as who, what where, when, why and how to demonstrate understanding of key details in a text.

Strategies to increase parental involvement

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the Common Core Standards, and parent-teacher conferences;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Examples include flyers, the school website, homework planners, PTA meetings, and Principal Teas, with all available in English and Spanish;
- Parents will monitor their child's attendance and ensure that the child arrives to school on time
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. Examples include PTA Meetings and Back to School Night.

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teachers from local and state colleges and universities are invited to complete their internships at our school.
- Student teachers participate in a formal training session to familiarize them with the school community, curriculum and structures of ELA and Mathematics.
- We have an ongoing partnership with the SUTEC/SUNY Brockport student teacher placement director.
- The Office of Early Childhood Education works collaboratively with the teachers and administration to provide on going Professional Development with the WSS program.
- New teachers received mentoring support for the first year of teaching, and ongoing team grade support for planning and instruction.
- The Network Achievement Coaches provide ongoing professional development in the areas of ELA, Mathematics, ELL instruction and Special Education.

Service and program coordination

- Stephen Gaynor CLC Afterschool Program provides free tutoring services for first and second grade students with weak phonemic awareness and decoding skills using the Foundations Program
- Hunter College Learning Lab provides one on one tutoring in ELA for struggling fourth and fifth grade students.
- Hunter College Literacy Space Program will provide one on one tutoring for struggling students in first through third grade in the spring.
- Holy Name Franciscan Community Center provides small group instruction in ELA & Math for students in grades 4-5.
- BJ Reads Volunteer Program
- West Side YMCA Afterschool Educational Component
- P.S. 166 Enrichment Afterschool Program
- Salvadori Social Studies Program
- Vital Theater

Budget and resources alignment

- TL Fair Student Funding, Title III
- Substitute Classroom Teachers: Coverage for Training sessions
- Curriculum Design Associates

MATHEMATICS ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

The percentage of students in grades 3-5 showing one year's growth in mathematics, as reported on the Progress Report, will increase 5 % from 72.6% to 77.6% in the 2011 – 2012 school year. In addition, teacher practice/effectiveness across grades K-5 will be strengthened by developing a shared understanding of rigorous mathematics instructional tasks.

Comprehensive needs assessment

After reviewing the New York State Exam data and Progress Report results, we need to improve our student's performance in the area of mathematics. On the 2011 New York State Mathematics assessment, 77% of our 3rd, 4th, and 5th grade students scored a level of 3 or 4 as compared to 87.6 % of the students in our peer group. Based on this need, our goal is to identify students who are not meeting New York State standards, provide targeted and differentiated instruction, and develop appropriate academic intervention services to increase the percentage of students achieving at or above a level 3 to exceed our peer group.

Instructional strategies/activities

- By October 2011, 100% of teachers in grades K-2 will utilize the Work Sampling System as a method of looking at student work to correlate student task to the Common Core Standards for mathematics.
Mathematics Focus K-2- Model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others
Kindergarten- 1. Students will learn how to- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
First Grade- 1. Students will learn how to-Extend the counting sequence; Understand place value; Use place value understanding and properties of operations to add and subtract.
Second Grade- 1. Students will learn how to- Understand place value; Use place value understanding and properties of operations to add and subtract.
Third Grade- 1. Students will how to- Represent and solve problems involving multiplication and division; Understand properties of multiplication and the relationship between multiplication and division; Multiply and divide within 100; Solve problems involving the four operations and identify and explain patterns in arithmetic.
- By October 2011, all Kindergarten through 2nd grade teachers will participate in the training and implementation of the Work Sampling Model of evaluating student work for grades (K-2)
- By October 2011-June 2012, Everyday Mathematics unit assessment data will be used at regular intervals to more effectively and efficiently to track student progress
- By October 2011- June 2012, we will analyze ACUITY data to adjust instructional objectives to meet the identified needs of the students
- By September 2011, weekly collaborative planning meetings (3-5) will be held where strategic lesson planning will take place utilizing the above data
- By September 2011-June 2012, all students with an IEP will have their goals closely monitored to ensure progress

- By September 2011- June 2012, all students identified as ELL and AIS will have their assessment data closely monitored to ensure student progress
- By September 2011, we will continue to better our capacity to differentiate instruction to meet the students at their entry point while focusing on content, process, and product i.e. Professional Development, Grade Meetings, Frameworks for Teaching
- By September 2011, all teachers will attend ongoing grade meetings on mathematics instruction that focus on the implementation of the common core standards

Strategies to increase parental involvement

- By February 2012, host family Math Game Saturday Event where families learn about the curriculum and instruction through math game play.
- Monthly class newsletters sent backpacked home and/or updates to the school website with curriculum highlights.
- Host Parent Workshops, one per grade, to increase the home-school connection of the instruction and understanding of mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teachers from local and state colleges and universities are invited to complete their internships at our school.
- Student teachers participate in a formal training session to familiarize them with the school community, curriculum and structures of ELA and Mathematics.
- We have an ongoing partnership with the SUTEC/SUNY Brockport student teacher placement director.
- The Office of Early Childhood Education works collaboratively with the teachers and administration to provide on going Professional Development with the WSS program.
- New teachers received mentoring support for the first year of teaching, and ongoing team grade support for planning and instruction.
- The Network Achievement Coaches provide ongoing professional development in the areas of ELA, Mathematics, ELL instruction and Special Education.

Service and program coordination

- Stephen Gaynor CLC Afterschool Program provides free tutoring services for first and second grade students with weak phonemic awareness and decoding skills using the Foundations Program
- Hunter College Learning Lab provides one on one tutoring in ELA for struggling fourth and fifth grade students.
- Hunter College Literacy Space Program will provide one on one tutoring for struggling students in first through third grade in the spring.
- Holy Name Franciscan Community Center provides small group instruction in ELA & Math for students in grades 4-5.
- BJ Reads Volunteer Program
- West Side YMCA Afterschool Educational Component
- P.S. 166 Enrichment Afterschool Program
- Salvadori Social Studies Program

Budget and resources alignment

- TL Fair Student Funding, Title III
- Substitute Classroom Teachers: Coverage for Training sessions
- Curriculum Design Associates
 - Planning meetings have been scheduled once a week across grades K-5
 - Allocations for Professional Development Per Diem and per session has been made in Galaxy
 - High quality Professional Development will be provided to all teachers from the Network Instructional Support Team
 - Frequent instructional observations with the focus on teacher effectiveness that demonstrates knowledge of content and pedagogy

RESPONSE TO INTERVENTION ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, Teachers will effectively use RTI strategies (Tier 1, Tier 2, and Tier 3) based instructional procedures as indicated by assessment data collected to inform teacher effectiveness and improve instruction. In addition, RTI strategies will be implemented to improve school-wide behavior and impact overall school environment as indicated in the school environment section on the Progress Report.

Comprehensive needs assessment

After reviewing NYS Exam data and Progress Report results, it is clear that a number of our students are not making a year's progress in ELA and Mathematics and are struggling to meet State Standards. Our goal is to identify students who are not meeting State Standards, develop appropriate academic intervention services, and help them achieve Standard Proficiency on the 2012 ELA/Math Exams.

Instructional strategies/activities

Strategies/activities that encompass the needs of identified student subgroups

- **Sundance Comprehension Strategies Kit- used to teach children how** to construct meaning from text. The goal is to engage students in critical thinking that leads to higher -level comprehension. Six core comprehension strategies are explicitly and systematically taught. These strategies are monitor & clarify, make connections, visualize, ask questions, predict, and summarize. This comprehension kit is used during the Extended Day program for students in grades 3-5.
- **Book Clubs**-The purpose of Book Clubs is to enrich the level of engagement and comprehension in our readers; to become social readers, more accountable as a reader, and to become better talkers. This will be achieved through read alouds, partnerships, and independent reading where in turn students will listen to and participate in conversations, asking questions, write notes, keep reading logs, and write about their text. Book Clubs will be used in grades 3-5.
- **Foundations**- This program uses a multimodality approach to develop the processing of phonemes, phonics, site words, oral reading fluency, and encoding skills to students K-2 during Extended Day and as part of the ELA block during the school day.
- **Wilson Reading System**- This is a structured and multimodality program to teach phonemic awareness, phonics, decoding skills, sight word and vocabulary development, oral reading fluency, encoding and sentence writing skills to students 3-5 struggling with decoding/encoding skills. This is taught during the school day in small groups.
- **Guided Reading**- Small reading groups arranged according to their benchmark instructional level receiving modeled and guided reading instruction by their teacher during the school day and during Extended Day
- **Push-in** services by service providers to provide academic support individually and in small groups
- **Basic Writing Skills Program by Judith Hoffman**- provides writing lessons and activities for sentence writing, mechanics, conventions, paragraph & essay writing
- **BJ Reads**- one on one reading with an adult during the school day
- **Stephen Gaynor CLC Program**- after school small group intervention using the Foundations Program to basic reading skills in students in grades 1-2
- **Hunter College Learning Lab**- one on one tutoring with a teacher two times a week after school
- **Franciscan Community Center @ Holy Name**- after school reading program offered in small groups for students in grades 4-5
- **Everyday Math Activities**- games, differentiated instruction activities, guided math groups, modeled lessons

- **Computerized Math Activities-** supplemental games, math exercises i.e memory of math facts; quizzes
- **Modeled Math Lessons-** using concrete manipulatives, visual aides, graphic organizers
- **Meet with Mathematics/ELA Support personnel from Network 607-** review of successful intervention programs
- **Use assessments and data-** Teachers and providers will use and analyze classroom conference data, baseline assessments, and Acuity Assessments

Staff and other resources used to implement these strategies/activities

- AIS teacher
- SETSS teacher
- General Ed teacher
- ESL teacher
- Adult volunteers from BJ Reads
- Teachers from Hunter College & Stephen Gaynor
- Network Achievement Specialists

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Schedule weekly collaborative periods for staff RTI Team members and general education teachers to meet and review student progress
- Utilize common planning periods for discussion related to student progress and best practices.
- Professional Development on RTI, Work Sampling Model, Differentiated Instruction
- Differentiate monthly Professional Development to focus on teacher-specific areas of need
- Use of Universal Screenings such as Fountas & Pinnell Benchmark Assessments, Everyday Math Units Assessments, Work Sampling Model of evaluating student work K-2; Progress Monitoring
- Teachers will regularly conference with students to guide individual student goal setting, and discuss student progress and performance.
- Teachers will incorporate modified ELA and Mathematics learning experiences that correlate to CCS for ELL and Special Education students.

Timeline for implementation

- RTI services: assess program effectiveness after 6-8 weeks using progress monitoring and assessment benchmarks

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- School will assist parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend). Examples include Parent-Teacher Conferences, Curriculum Nights, and presentation by teachers at PTA meetings on topics such as Differentiated Instruction
- Parent workshops will be provided detailing student performance, supplemental resources available, and N.Y.S. Mathematics/ELA requirements and content.
- Parents will be involved in the Community Building Committee, working alongside members of the RTI team to promote a positive school environment.

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teachers from local and state colleges and universities are invited to complete their internships at our school.
- Student teachers participate in a formal training session to familiarize them with the school community, curriculum and structures of ELA and Mathematics.
- We have an ongoing partnership with the SUTEC/SUNY Brockport student teacher placement director.
- The Office of Early Childhood Education works collaboratively with the teachers and administration to provide on going Professional Development with the WSS program.

- New teachers received mentoring support for the first year of teaching, and ongoing team grade support for planning and instruction.
- The Network Achievement Coaches provide ongoing professional development in the areas of ELA, Mathematics, ELL instruction and Special Education.

Service and program coordination

- Stephen Gaynor CLC Afterschool Program provides free tutoring services for first and second grade students with weak phonemic awareness and decoding skills using the Foundations Program
- Hunter College Learning Lab provides one on one tutoring in ELA for struggling fourth and fifth grade students.
- Hunter College Literacy Space Program will provide one on one tutoring for struggling students in first through third grade in the spring.
- Holy Name Franciscan Community Center provides small group instruction in ELA & Math for students in grades 4-5.
- BJ Reads Volunteer Program
- West Side YMCA Afterschool Educational Component
- P.S. 166 Enrichment Afterschool Program
- Salvadori Social Studies Program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL Fair Student Funding, Title III
- Substitute Classroom Teachers: Coverage for Training sessions
- Curriculum Design Associates
- Parent Funded Grants for Enrichment
- Respect for All Discipline Program

INQUIRY TEAM ACTION RESEARCH ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, 100% of teachers will demonstrate evidence of collaboration and, shared use of improved instructional practices that improve teacher effectiveness and build capacity to implement Inquiry Based protocols, within horizontal and vertical grade level professional learning communities.

Comprehensive needs assessment

- The administration, after reviewing the Learning Environment Survey, has determined that there is need for consistent feedback and a sharing of ideas that reflect best practices. Communication horizontally and vertically across the grades, and content areas need to be facilitated, especially when it pertains to best practices; the Inquiry process with a focus on teacher effectiveness; and analyzing student work.

Instructional strategies/activities

- Beginning October 2011, teachers in grades the K-2 will utilize Work Sampling Systems authentic performance assessment to document and evaluate children's skills, knowledge, and behaviors using actual classroom-based experiences.
- By October 2011, WSS will help teachers in K-2 meet the NYC DOE Instructional Expectations for the 2011-2012 School Year.
- By June 2012, teachers in grades K-2 will strengthen student work by examining and refining curriculum, assessment, and classroom instruction using the WSS model.
- By December 2011 and March 2011, teachers in grades 3-5 will analyze Acuity data and make adjustments to instruction.
- Beginning December 2011, teachers will identify the quality of student work and student thinking across the curriculum, and use this information as student feedback.
- By December 2011, teachers will monitor student progress and growth over time.
- Beginning December 2011, students will be involved in the process of assessing their own work by creating learning goals.
- By September 2011, teachers will identify students in subgroups, specifically those in the lowest third, and provide teachers in grades 3-5 with NYS Exam data.
- By September 2011, the administration and teachers will program weekly common planning periods.
- By September 2011, the administration will create a vertical teacher team that utilizes inquiry-based strategies to refine and develop curriculum that is aligned to the CCS.
- By December 2011, teacher will create Inquiry Tools that allow analysis of student work to be more efficient.
- By November 2011, teachers will run data meetings that are structured to analyze student work to identify needs and challenges with performance indicators.
- Beginning September 2011, administration and teachers will attend training related to the Common Core State Standards and Citywide Instructional Expectations, and Frameworks for Teaching. These teachers will turnkey the information throughout the school year during common collaborative periods, staff meetings, and professional development days.
- By December 2011, network, administration, and teachers will observe, foster and expand the implementation of the Inquiry Process to become a regular component of each teacher's daily instructional planning and practice.
- By September 2011, the administration will attend and facilitate weekly scheduled common planning/collaboration periods during which time is scheduled for discussions related to teachers' Inquiry work focused on student achievement.
- By December 2011, teachers and administration will efficiently gather and organize Inquiry Team information on ARIS website.
- By December 2011, administration and Inquiry Team will schedule Professional Development time for whole staff/small group sharing of Inquiry work and use of ARIS Inquiry Spaces.

- By October 2011, the administration will encourage teachers to utilize the time during monthly Professional Development meetings to share “Best Practices” and have discussions around the inquiry work.

Strategies to increase parental involvement

- Parents will be involved in the information sessions that share the objectives and learning experiences being implemented daily.
- Administration and teachers will consistently deliver information sessions for parents that keep them informed of curriculum and instructional initiatives.
- Parents will communicate with their child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district.

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teachers from local and state colleges and universities are invited to complete their internships at our school.
- Student teachers participate in a formal training session to familiarize them with the school community, curriculum and structures of ELA and Mathematics.
- We have an ongoing partnership with the SUTEC/SUNY Brockport student teacher placement director.
- The Office of Early Childhood Education works collaboratively with the teachers and administration to provide on going Professional Development with the WSS program.
- New teachers received mentoring support for the first year of teaching, and ongoing team grade support for planning and instruction.
- The Network Achievement Coaches provide ongoing professional development in the areas of ELA, Mathematics, ELL instruction and Special Education.

Service and program coordination

- Increased frequency of teacher observations using a rubric of improved instructional practices in self-assessment domains selected by teachers.
- Progress monitoring will include regular review of teacher data, professional development sessions, grade level discussions, and notes, as well as, Danielson’s Frameworks for Teaching informal observations.
- Frequent discussion around teaching and learning with the administration and network achievement coach.
- Lesson plans reflect Inquiry work and the incorporation of the CCS Literacy and Mathematics Focus and Domain of Focus.
- Best practices shared through inter-class visitations.
- At least 50% of Inquiry work will be guided by the CCS, the additional 50% of the inquiry work will focus on student work.

Budget and resources alignment

- TL Fair Student Funding, Title III
- Substitute Classroom Teachers: Coverage for Training sessions
- Curriculum Design Associates

TECHNOLOGY ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2012, 100% of teachers will receive technology support and materials through the RESO A Technology grant received in the academic year of 2011-2012. PS 166 will create a rigorous technology curriculum that will enable the students to meet set benchmarks as established by the International Standards of Technology in Education (ISTE) and the National Educational Technology Standards (NETS).

Comprehensive needs assessment

There was a need to indicate clear benchmarks which students should be able to do by the completion of each grade. The students need to be prepared for the intermediate technology assessment given to students in 8th grade.

Instructional strategies/activities

By June 2012, the technology curriculum encompasses classroom curriculum while keeping students engaged through the provided technology tools. The technology hardware includes interactive whiteboards, a smart response system, desktops, document readers, projectors, laptops, digital cameras and video camcorders.

- By June 2012, differentiated instruction will include project-based lessons, leveling software and Internet programs that advance as the student does. In the computer lab, students are involved in-group projects that allow for differentiated instruction. The group projects are in collaboration with the classroom curriculum and planned with the teachers.
 - First through second grade technology curriculum introduces the students to computer vocabulary, logging in, creating folders, saving files, basic typing, word processing, Internet usage, understanding a URL and being able go to their favorite sites.
 - Third through fifth grade will be able to type 20 words per minute with two hands, know how to copy and paste, evaluate websites for accuracy and relevance, edit photos and insert in projects, compose short stories using web tools, create basic presentation, understands basics of copyrighting.
 - All grades will understanding and know the information that should not be shared online, understanding cyber bullying, and what to do when you come across inappropriate sites.
- By June 2012, in the classroom, instruction will be provided in interactive whiteboards, document readers to include brained based learning technique. It will assist both auditory and visuals learners and contain multiple learning strategies. The student response system will allow full class participation and immediate feedback and assessment of student's knowledge. Individual computers will allow for differentiated instruction within the class. Students can be reinforced and engaged with challenging works through interactive website, Web quests on current topics, educational software.
- By September 2011, the staff works collaboratively to plan ways in which to utilize technology either within the classroom or in the computer lab. Currently, all classrooms have access to projectors and document readers. In the next few months they will be getting SMARTBoards, desktops and printers to enhance instruction and engage all students.
- By June 2012, the evaluation and assessment of students in technology use and primarily conducted by the technology teacher. Each lesson and project requires the students to complete certain activities/ projects and reach the established benchmarks. Each week, the students are graded on the tasks and benchmarks met.

Strategies to increase parental involvement

- Though the grant process, technology savvy and knowledgeable parents have volunteered their time in assisting with technology implementation.
- The technology teacher is a part of the SLT team and has discussed information regarding technology purchases and curriculum planning.
- A bi-weekly flyer goes home informing parents of school events and, at times, includes the technology content being covered and the grant progress being made.

Strategies for attracting Highly Qualified Teachers (HQT)

- Throughout the academic year, the teachers will stay informed about the technology plans and upgrades at our school.
- The technology teacher will participate in professional development opportunities throughout the year.
- With the purchasing of SMARTBoards, in addition to the two hour professional development that comes with the purchasing of the SMARTBoards, 15 teachers will receive a professional development that will make them expert users of SMARTBoards by June 2012. These expert teachers will be a part of the teacher-training initiative to teach other teachers who to make use of the interactive whiteboards.

Service and program coordination

- According to the US Department of Education, the major goal of the NCLB Act part D Enhancing Education Through Technology is to improve student academic achievement through the use of technology in elementary schools and secondary schools. Through the acquisition of new technology tools within the classrooms, the teachers will create a learning environment that engages and interacts with all students at various levels.
- Common Sense Media offers a K-5th grade curriculum. The topics that are covered within the computer lab include Internet safety, security, digital citizenship, and privacy, searching for information and evaluating websites.
- Teq: The SMARTBoards will be purchased through Teq. Teq will be installing the SMART Boards and providing the teachers with professional development courses and providing SMART Board User Certification for fifteen teachers.

Budget and Resource alignment

Last June the school receive RESO A grant funding for the amount of 225. The following charts show the breakdown of planned expenditures as of November 24, 2011. See following pages.

COMPUTER LAB

Item	FT#	Quantity	Unit Price	Extended Price
Apple 6 - PACK iMac 21.5" Desktop		5	\$7,360.14	\$36,800.70
Apple iMac 21.5" Desktop		0	\$1,253.97	\$0.00
Apple iMac 27" iMac		1	\$1,667.95	\$1,667.95
Apple Mac Pro Tower Server		1	\$3,010.00	\$3,010.00
Lockdown for iMac Desktop		0	\$160.10	\$0.00
Cisco 3560 48 Port Switch		1	\$3,500.00	\$3,500.00
Fiber GBIC for Cisco Switch		2	\$340.00	\$680.00
Fiber Cable		2	\$25.00	\$50.00
Ethernet Cables		1	\$400.00	\$400.00
60" x 24" Adjustable - Height Computer Table		0	\$450.00	\$0.00
72" x 30" Adjustable - Height Computer Table		0	\$450.00	\$0.00
Lexmark T650dn Printer		1	\$719.11	\$719.11
Lexmark C736dn Color Printer		0	\$1,215.32	\$0.00
				\$46,827.76

CLASSROOMS

Item	FT#	Quantity	Unit Price	Extended Price
Apple 6 - PACK iMac 21.5" Desktop		7	\$7,360. 14	\$51,520.98
Lexmark X264dn All-In-One Printer		26	\$400.0 0	\$10,400.00
				\$61,920.98

SMARTBoards

Item	FT#	Quantity	Unit Price	Extended Price
Lenovo M75e SFF Desktop		15	\$542.0 0	\$8,130.00
36" W x 30" D Adjustable - Height Computer Table		15	\$350.0 0	\$5,250.00
Smart Document Camera		0	\$815.4 5	\$0.00
Smart - Interactive Response System - 32 Clickers		0	\$1,806. 31	\$0.00
77" SmartBoard Bundle		15	\$4,569. 91	\$68,548.65
				\$81,928.65

LIBRARY Workstation

Item	FT#	Quantity	Unit Price	Extended Price
Apple iMac 21.5" Desktop		2	\$1,253. 97	\$2,507.94
Lexmark T650dn Printer		1	\$719.1 1	\$719.11
Lexmark C736dn Color Printer		1	\$1,215. 32	\$1,215.32
Lenovo M75e SFF Desktop		1	\$542.0 0	\$542.00
				\$4,984.37

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	48	48	N/A	N/A	01	02	00	04
1	42	42	N/A	N/A	02	01	02	09
2	35	35	N/A	N/A	02	02	02	04
3	34	34	N/A	N/A	00	01	02	07
4	53	53	00	00	01	00	00	02
5	50	48	00	00	02	00	00	06
6								
7								
8								
9								
10								
11								
12								

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Sundance Comprehension Strategies Kit- small groups; Extended Day Grades 3-5 • Book Clubs- enrichment; small groups; Extended Day Grades 3-5 • Wilson/Fundations- small groups; Extended Day & during the day Grades K-2 • BJ Reads- one-on one reading with an adult during the day • Comprehension & Writing strategies from Options Read, Write, Edit, & Listen; Buckle Down NY ELA; Strategies from 7 Keys to Comprehension; Basic Writing Skills by J. Hochman, EdD. Small groups, grades 3-5 • Hunter College Learning Lab-After School Reading Program Grades; one on one tutoring; grades 3-5 • Stephen Gaynor CLC- Foundations Double Dose- small groups-grades 1-2 • Franciscan Community Center @Holy Name-Reading program-small groups-Grades 4 &5 • SETTS At-Risk ELA • ESL- At-Risk ELA
Mathematics	<ul style="list-style-type: none"> • Everyday Math- Games; Re-Teach Component of EDM; Differentiated Instruction Component of EDM- small groups, one-on one; during the day & Extended Day • Computer Math Games, i.e. Flash Math- Extended day, during the day in small groups & one to one • Math Do Now- small groups and whole group as Tier1 • Guided Math lessons during the day, Extended Day in small groups • Parent Math Night • SETTS At-Risk Math • ESL- At Risk Math
Science	Small guided reading groups during Extended Day and school day integrating Science and Literacy using non-fiction books/articles. The science teacher also works with small groups in the Science lab during their Science periods.
Social Studies	Establishing a central question in the social studies unit and working in small guided reading groups during the school day to researching responses using differentiation techniques such as scaffolding and graphic organizers.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Building social skills in small groups and individually through games, play, role play • Discussions to address issues students face • Push-in to support individual needs • Teacher support- behavioral and instructional strategies • Observations & Consultation • RTI Team Member

<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> ● Building social skills in small groups and individually through games, play, role play ● Discussions to address issues students face ● Push-in to support individual needs ● Teacher support- behavioral and instructional strategies ● Observations & Consultations ● RTI Team Member
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> ● Building social skills in small groups and individually through games, play, role play ● Discussions to address issues students face ● Push-in to support individual needs ● Teacher support- behavioral and instructional strategies ● Observations & Consultation ● RTI Team Member
<p>At-risk Health-related Services</p>	<p>The school nurse provides asthma classes, EPI training, administers medications to students, provides first aide, assists with physicals and vision screenings, case identification & management, case identification and follow through, emergency preparedness</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with all applicable local, state, and federal laws and regulations, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and other school committees as trained volunteers and welcomed members of our school community. Our school will support parents and families of students by:

- ↑ providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Examples include *Everyday Math* chapter overview pullouts, reading logs, reading response notebooks, and teacher presentations at PTA meetings about instructional content, curriculum, and methods;
- ↑ providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. Examples include the school newsletter, Curriculum Nights, updates on technology and its use, and resources provided by the Parent Coordinator;
- ↑ fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Examples include requiring reading responses, reading logs, homework, ARIS, and encouraging continual parent-teacher communication;
- ↑ providing assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the Common Core Standards, and parent-teacher conferences;
- ↑ sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Examples include flyers, the school website, homework planners, PTA meetings, and Principal Teas, with all available in English and Spanish;
- ↑ providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. Examples include involvement in volunteer project partnerships with nonprofits such as Generation ON, City Harvest and the Foundling Organization, the Compassion & Empathy Initiative, International Dinner, Game Night, and the Scholastic Book Fair.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents. This information will be maintained by the school.

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

- ↑ support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills. Examples include encouraging parents to attend DOE or CEC-sponsored events, orientation to instructional techniques by teachers, and orientation/training by the Guidance Counselor with regards to Safety and Respect;
- ↑ maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- ↑ conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home. Examples include Back to School Night, Curriculum Nights, parenting workshops with the Guidance Counselor and School psychologist; events and initiatives sponsored by the Community Building Committee, and presentations by specialists at PTA meetings;
- ↑ provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report. Examples include the CEC, School Leadership Team, and Principal's reports at the PTA meetings and in print or technological communications;
- ↑ schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. Examples include PTA Meetings and Back to School Night;
- ↑ conduct assessments each year to determine the necessity of translation of all critical school documents and/or interpretation during meetings and events and translate such documents and provide interpretation if necessary.

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

- ↑ holding one or more Curriculum Nights;
- ↑ hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year. Examples include Back to School Night and Family Fun Raiser;
- ↑ encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and other parent volunteer opportunities;
- ↑ supporting or hosting Family Day events, such as Grandparents & Friends Day;
- ↑ establishing a Parent Resource Center/Area or lending library; instructional materials for parents. This is provided through the office of the Parent Coordinator;
- ↑ hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents. Examples include encouraging volunteering

- on the Garden and Chess Committees and Grandparent & Friends Day;
- ↑ encouraging more parents to become trained school volunteers through opportunities with nonprofit community groups such as the Learning Leaders and directly with the school as recess and lunch monitors trained by the Guidance Counselor
- ↑ providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress. Examples include report cards and notes in the homework folders and planners, and encouraging teachers to use technology to do so via blog or webpage;
- ↑ developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress. Examples include the PS 166 Newsletter, flyers, the parents' Yahoo! group;
- ↑ providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable, in the languages that parents can understand.

SCHOOL-PARENT COMPACT

Our school, in compliance with all applicable local, state, and federal regulations, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of all students, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- ↑ conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- ↑ arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- ↑ respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- ↑ providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- ↑ involving parents in the planning process to review, evaluate and improve the existing programs, Parent Involvement Policy and this Compact;
- ↑ providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information. Examples would be the parent conferences and written guidance provided by teachers that empowers parents to provide meaningful learning in the home environment;
- ↑ ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ↑ ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- ⤴ notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- ⤴ arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- ⤴ planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- ⤴ creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians. The best example of this is PS 166's Community Building Committee and its efforts;
- ⤴ assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend). Examples include Parent-Teacher Conferences, Curriculum Nights, and presentation by teachers at PTA meetings on topics such as Differentiated Instruction;
- ⤴ sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- ⤴ supporting parental involvement activities as requested by parents. An example would be regular meetings between parents and the guidance staff;
- ⤴ advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with all applicable local, state, and federal laws and regulations.

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruis/Elmer Myers	District 03	Borough Manhattan	School Number 166
School Name Richard Rodgers School of Arts and Tech.			

B. Language Allocation Policy Team Composition [?](#)

Principal Angela Camiolo	Assistant Principal Deborah Forschein
Coach NA	Coach NA
ESL Teacher Deborah Cohen	Guidance Counselor Tene Kelly
Teacher/Subject Area	Parent NA
Teacher/Subject Area Casandra Gregov CTT Grade 4	Parent Coordinator Deborah Markewich
Related Service Provider Abby Castro IEP/SETSS/RTI	Other NA
Network Leader ELmer Myers	Other NA

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	605	Total Number of ELLs	28	ELLs as share of total student population (%)	4.63%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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, Ms. Cohen. Translators are on call to interview in the native language. In addition, the Parent Coordinator, School Family Worker, 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. An oral informal interview is given to the parent and child to determine English dominance and the need to move forward with LAB-R testing. 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. Our school has procedures in place to ensure that all 4 components of the NYSESLAT are administered. Our licensed ESL pedagogue Ms. Cohen creates a schedule and shares it with the staff a week prior to ensure appropriate schedule changes are arranged and that all students are tested.

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.

We have an outreach plan and timeline to ensure that parents understand all three program choices within the first 10 days of school. 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, Ms. Cohen, 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, our licensed ESL pedagogue, Ms. Cohen, provides 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. Following the orientation sessions placement letters are distributed to parents. Copies of entitlement letters, continued entitlement, non entitlement and parent survey and program selection forms are stored and maintained in an ELL Compliance Binder in room 509A of our licensed pedagogue, Ms. Cohen. In house and over the phone translation services are utilized on an as needed basis.

After reviewing the Parent Survey and Program Selection forms for the past few years 2007 – current Fall, 2011, 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*

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	8	8	8	8	8	4								44
Total	8	8	8	8	8	4	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	7	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	0	5	7	0	2	0	0	0	28
Total	21	0	5	7	0	2	0	0	0	28

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	2	4	2								14
Chinese	1	1												2
Russian														0
Bengali														0
Urdu	1													1
Arabic	1	1	2		2									6
Haitian														0
French	1				1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1			1								3
TOTAL	6	5	5	2	7	3	0	28						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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. Active planning and flexibility in scheduling and group in collaboration with the ESL teacher, classroom teachers and administration to comply with all mandated minutes for students.

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 common core learning standards and aligned with classroom literacy units of study so that 360 minutes of ELA support for Beginning/Intermediate learners as well as 180 minutes of ELA support for Advanced learners is given. 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 content area 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.

Our school ensures that ELLs are appropriately evaluated in their native languages initially by given the Spanish LAB. For state assessments we order side by side testing materials translated into their native languages. For those students whose language is not available in side by side translated version we provide Translators in the native language.

Active planning is taking place to ensure appropriate strategy work and differentiation for the various subgroups of ELLs in our school community. Although we have no SIFE or long term ELLs at this time our plan for SIFE and long term ELLs(completed 6 years) is to receive response to intervention 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

A. Programming and Scheduling Information

teaching to develop an experiential knowledge base. 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 plan for our ELLs receiving service for 4-6 years is to analyze their NYSESLAT and benchmark assessment data across content areas and modalities and continue to scaffold their academic learning with ELL best practices in the classroom. Because these students continue to receive services based on on CR part 154 extension of services we closely monitor needs and target Tier II and Tier III instruction with AIS and differentiation within their Special Education Classes.

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. Teachers of ELL-SWDs align grade level standards with mainstream classes and adapt baseline and interim assessment tasks based on individual student need. Results of these frequent assessment tasks are used to group students to give them better access to mainstream core curriculum. Supplemental Foundations and Explode the Code programs aid in phonics and vocabulary development for these ELL-SWD. Using ELL scaffolding strategies of bridging, modeling, contextualization, schema building, text representation and metacognitive development teachers provide these students access to grade level academic content areas as well as accelerate English language development. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Literacy Block is departmentalized for fluid movement between classrooms for homogeneous leveled reading groups. Use of universal design principles such as books on tape, interactive book reading on the computer and peer to peer reading to ensure that content area information is accessed. We will continue to work on strategies to differentiate instruction in the mainstream classroom as well as with RTI Tier II small group at-risk work. Our IEP/RTI teacher, Ms. Castro, works collaboratively with teachers and service providers to ensure ELL-SWDs whose IEP mandates ESL instruction receive appropriate programming.

Courses Taught in Languages Other than English ⓘ

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

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

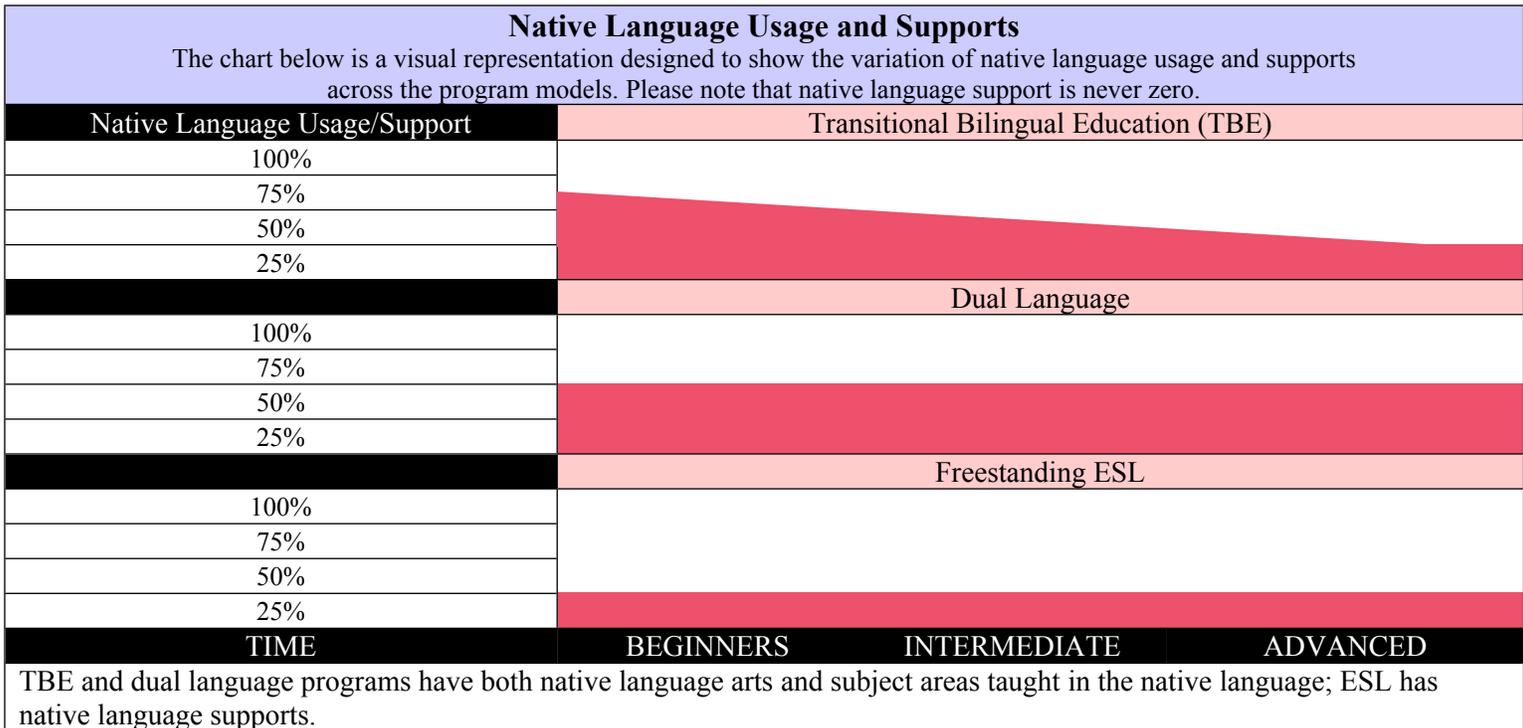
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



- B. Programming and Scheduling Information--Continued**
- 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.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 - What new programs or improvements will be considered for the upcoming school year?
 - What programs/services for ELLs will be discontinued and why?
 - How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 - What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 - How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 - Do required services support, and resources correspond to ELLs' ages and grade levels?
 - Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 - What language electives are offered to ELLs?

Programming and Scheduling -continued

Our school offers a range of targeted intervention programs in English for our subgroups of 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 subgroup of ELLs

B. Programming and Scheduling Information--Continued

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

Programming and Scheduling -continued

Our school offers a range of targeted intervention programs in English for our subgroups of 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 subgroup of ELLs mainly targeting students in need of extension of services based on CR Part 154. These services include extended day as a TIER 2 intervention. Students work with a classroom assistant and peer tutor as a TIER 1 intervention 2 days a week. In addition in order to help our 4-6 year subgroup who have been designated at risk, the ESL teacher meets with classroom teachers for Professional Development to work on ELL instructional strategies that support students during Literacy Block time. Under the RTI program students are seen in extended day 4 times a week and AIS 3 to 4 times a week as TIER 2 intervention. These ELLs not meeting grade level standards in ELA, Math and Science receive small group extended day work as well as in the Science Lab to reinforce inquiry-based skills. In addition at risk 0 -3 year newcomer first graders and second grader subgroup 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. The above listed range of intervention services offered in our school are offered in English.

Our plan for continuing transitional support of ELLs reaching proficiency on the NYSESLAT for up to two years is to monitor these students 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. Based on results of ongoing classroom assessment data some of these transitional ELLs are invited to our after school Title III ELL academy.

Programs new to our school this year for our entire community including ELLs are as follows: Salvadori social studies program to include Grade 5 as well as a partnership with volunteers from William Morris Talent Agency to come work with our students. The volunteers will be working with our students to write skits about community, peer relationships and the environment. All students including ELLs will be participating in voting for our Student Council Election this year as well. No other current programs or services will be discontinued at this time.

The goal and rationale of our school programs is to include all students including ELLs in order for each child to meet his/her learning potential. 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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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Programming and Scheduling -continued

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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.

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The Office of English Language Learners offers professional development opportunities for ESL and monolingual staff. These opportunities are posted and emailed to staff. All personal including the assisstant principal, ESL teacher/coordinator, common branches teachers, paraprofessionals, guidance counselor, , special education teachers, occupational/physical therapists, speech therapists, secretaries and parent coordinator are included in PD offererings. Staff members are encouraged to participate in these workshops on a rotating basis. At times the ESL teacher is sent to a workshop with another staff member in ensure ELL/content alignment for turnkeying information. Our ESL teacher is also part of our inquiry team where appropriate data and scaffolds are presented to staff members across grade levels. 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 School Leadership, 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. The Guidance Counselor, Parent Coordinator and ESL teacher meet together to target students that will be good matches for particular middle schools. The ESL teacher shares PD best practice ELL strategies with the Guidance Counselor at RTI meetings, LAP work as well as ongoing articulations about individual students. The Guidance Counselor in turns shares social/emotional transitioning techniques to help students as they transition from one school level to another.

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)?

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 2011 and the second on

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?

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 2011 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 2011 and the second on questions concerning curriculum and methodology used with the students and getting ready for ELA and NYSESLAT in March 2012. 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.

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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?
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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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 B levels, we currently have 5 ELLs at assessment top level (one level A), 4 students at level A2, students at level B, 1 student at level

Additional Information

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

Please note significant data relevant to our LAP woven throughout specific question response sections.

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	1	0	0	0	0								
	A	3	2	1	2	0								
	P	0	0	3	5	3								
READING/ WRITING	B	2	0	1	1	0								
	I	2	2	2	1	0								
	A	0	0	1	4	3								
	P	0	0	0	1	0								

NYS ELA

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

NYS Math

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

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

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

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

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- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Please note significant data relevant to our LAP woven throughout specific question response sections.

Part VI: LAP Assurances

School Name: 166

School DBN: 3M166

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 3M166 **School Name:** Richard Rodgers School of Arts/Tech

Cluster: 607 **Network:** 607

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

Part A: Needs Assessment Findings

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

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. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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, Parent Coordinator's office and in every teachers classroom if need arises.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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 2011-2012 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.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 166	DBN: 3
Cluster Leader: Elmer Myers	Network Leader: Elmer Myers
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Schedule/Duration: after school 3:20 pm to 4:35 pm, 1.25 hours, one day per week. Mondays-February 2012-May 2012.

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Subgroups/Grade Levels/Number of Students: 36 K-5th grade students grouped by proficiency level, grade, Fountas and Pinnell assessments, informal assessments and judgment. All current ELLs and former ELLs who have tested out of the program in the spring 2011 NYSESLAT will be invited to participate. These students although they have reached proficiency will require support as this is their first year as former ELLs.

Number/Types of certified Teachers: 1 certified ESL teacher and 6 with Elementary Special Education/Common Branch Certifications. The Title III trained ESL study group teachers will work in small groups and the certified ESL teacher will rotate with the other 6 teachers. Our program will follow a Collaborative Team Teaching Model. This way the students will receive the content from the experts along with the ESL teacher providing the strategies to make the content comprehensible to the students.

Types of Materials- Fiction/Nonfiction Leveled Books, Theme Kits, Games used last year were found to be successful and will be used again, An IPAD2 technology piece will be added to deepen differentiation for interactive small group instruction to address multisensory modality work. Technology component is also for internet research and inquiry on theme topics being investigated. Various iTunes applications (APs) will be utilized to correlate with content work. Scaffolding Comprehension Toolkit for ELLs Extension to Support Content Comprehension will be added to support in house best practice material. In addition, copy paper for reading A-Z books, Readers' Theatre Scripts, graphic organizers, scaffolds from Comprehension Tool Kit lessons and Language of Math Student Work Pages, folders for student work.

Measurement and Assessment Indicators: Fountas/Pinnell Assessments, State tests such as ELA and

Part B: Direct Instruction Supplemental Program Information

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/Common Core 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 exams. We will 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.

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Part C: Professional Development

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

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

Begin description here: Rationale, teachers to receive training, schedule and duration, topics to be covered, name of provider

To continue the focus of our LAP of developing the four modalities and help increase knowledge of supporting our ELL students across subgroups, we will hold an ongoing study group using English Language Learners Day by Day K-6 by Christina Celic. Topics to be covered include setting up a classroom for ELLs, integrating literacy and content area instruction, teaching academic language through the curriculum and differentiated instruction with ELLs. In addition, current articles from the International Reading Association and TESOL journals on differentiating instruction for ELLs will be used for reflection 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 2/3, 2/10, 3/2, 3/16, 3/30, 4/20, 5/11, and 5/25., and. The group will meet for one hour and fifteen minutes at a time. The Professional Development and Instruction will be facilitated by Ms. Cohen, our certified ESL teacher. As a culmination activity participants will create an information booklet highlighting strategies and activities 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 be given to measure teacher increased 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

Part C: Professional Development

knowledge levels and learn from each other. An ongoing journal will be created to reflect upon and improve instruction.

Part D: Parental Engagement Activities

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

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

Begin description here: Rationale, schedule and duration, topics to be covered, name of provider, how parents will be notified of these activities

In order to recognize the importance of family and community involvement and reach out to parents, we will be holding two 1.25 hour workshops to help parents with strategies to support their children at home as well as familiarize them with alignment of ESL and Common Core State standards for ELA. The other will be a hands-on culmination activity ceremony sharing and celebrating student work. The workshops will be led by our ESL certified teacher, Ms Cohen. Proposed dates will be 1/23, 2012 and 5/21, 2012. 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. Parents will be notified of these activities through notices in student book-bags, our monthly family flyer, as well as follow up written reminders and phone calls.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	6132.35+3504.20+500.60=10137.15	Instruction: 7 teachers X 14 weeks X 1.25 hrs. per week at 50.06 (including fringe)=6132.35 PD: 7 teachers X 8 weeks X 1.25 hr.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>per week at 50.06=3504.20</p> <p>PD: 7 teachers X 8 weeks Planning and Presenting Parent workshops: 10 hrs X 50.06 =500.60</p> <p>202.50 Total Hrs. = \$10137.15</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$872.00	<p>Instructional materials:</p> <p>Harvey/Goudvis Comprehension toolkit(ELL scaffold component) =\$90, IPAD2 with stylus pen and adapter for interactive small group technology component = \$600, copy paper for reading A-Z books, readers' theatre scripts, graphic organizer scaffolds =\$32(carton for Instruction/PD/Parent materials</p> <p>PD materials: English Language Learners Day By Day K-6: A complete Guide to Literacy, Content Area and Language Instruction by Christina Celic at for participating teachers = \$150 and multiple copying of supplemental journal articles/teacher binders=\$32 shared carton</p> <p>Parent materials: Multiple copying for handouts =\$32 shared carton</p>
<p>Educational Software (Object Code 199)</p>	\$50	<p>APs to connect and build vocabulary for theme/content topics being investigated</p>
<p>Travel</p>	N/A	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	\$140.85	Food for workshops regarding strategies to help at home with ESL/Core Standards and sharing student work culminating activity = \$140.85
TOTAL	\$11,200.00	