



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** HENRY GRADSTEIN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q166

PRINCIPAL: JANET FARRELL      EMAIL: JFARREL1@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. PHILIP COMPOSTO

**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
Janet Farrell	*Principal or Designee	
Tiffany Rubin	*UFT Chapter Leader or Designee	
Raoufa Ali	*PA/PA President or Designated Co-President	
Carina Ponce	Title I Parent Representative	
Xanthi Spiridakis	Member/SLT Chairperson/Reading Teacher	
Jessica Geller	Member/Assistant Principal	
Chene Johnson	Member/Teacher	
Lucila Mejia	Member/Teacher	
Leslie Napolitano	Member/Teacher	
Carmen Urena	Member/Teacher	
Jorge Martinez	Member/Parent	
Valerie Lamour	Member/Parent	
Alicia Marroquin	Member/Parent	
Imelda Ramos	Member/Parent	
Messiah Shabazz-Allah	Member/Parent	



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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, there will be an improvement in reading comprehension as evidenced by at least 3% of students in Grades 4-5 demonstrating an increase in their NYS ELA exam scale scores from the previous school year.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting a review of student performance data on state assessments, it was determined that all students in grades 4 and 5 have underperformed. As a result, we have made progress for our 4<sup>th</sup> and 5<sup>th</sup> grade students a priority goal for the school year.**

### **Instructional strategies/activities**

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

### **Activity #1**

- **Professional Development:** PD will be given on the following topics: NYS Common Core Learning Standards in the breaking down and understanding and incorporating the utilization and infusion of the NYS Common Core Learning Standards; DOK (Depth of Knowledge) and rigor as it relates to the new NYS Common Core Learning Standards; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.
- **Target Populations:** Teachers servicing students in all grades
- **Responsible Staff Members:** Assistant Principals, Staff Developers (internal and external)
- **Implementation Timeline:** September 2011 through May 2012

### **Activity #2**

- **Unit Activities:** Students in all grades will complete activities at the conclusion of units in all subject areas for the purposes of demonstrating hands-on, practical application of the skills and strategies covered in the preceding unit.
- **Target Populations:** Classroom teachers servicing students in all grades
- **Responsible Staff Members:** Classroom teachers, Assistant Principals
- **Implementation Timeline:** September 2011 through May 2012

### **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.
  - We will involve parents in a timely and ongoing manner in the planning, implementation, evaluation and continuous improvement of programs funded through Title I. This will be done via the Pass Review, School Leadership Team, School Committees and Evaluation/Survey forms.
  - Parents and school will share responsibility for high student performance. There will be parent workshops to discuss the reading programs as well as on the agenda of Parent Association meetings. Promotional policy will be distributed early in the year and interpretation made as needed. The rules, rituals and routines will be explained and expectations outlined. Title III workshops for ESL/Bilingual parents will also be included annually.
  - The Parent Coordinator trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education. The Parent Coordinator offers math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.
  - The Parent Coordinator conducts ESL classes for the parents every week from Tuesday – Thursday. She incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn necessary language skills.

Additionally, the school also has relationships with the following outside agencies:

- **Cornell University**: Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.
- **Learning Leaders**: Provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with homework. Parents are given suggestions on choosing appropriate books for the different ages.
- **Dial-A-Teacher**: A service provided by the U.F.T. that allows parents to call in for homework help for their children. The service is available Monday-Thursday from 4:00 – 7:00 p.m. in ten languages.
- **Cultural enhancements**: Museums such as the Whitney, Metropolitan, Brooklyn Children's, Noguchi, and Socrates Sculpture Park come to P.S. 166 to provide parents with cultural resources, as well as free activities available for children.
- **TWEED**: Offers workshops three to four times a year – sometimes on Saturdays, for ELL parents. These workshops are conducted in a variety of languages and parents are provided with strategies to help their children in a variety of academic subjects. The Parent Coordinator registers the parents for these events.
- **Variety Boys & Girls Club of Queens**: Sends representatives to P.S. 166 to speak about the many programs available such as: swimming, drama, art, reading, group/learning centers, homework help, math tutoring and computer classes.
- **Jacob Riis Settlement House**: Provides children with an after-school academic and recreational program. Homework help and tutoring are provided. ESL classes are also conducted specifically for parents. Some parents are also employed through the program.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **A full time Teacher Center specialist provides staff development to all teachers**
- **A comprehensive, professional library is maintained, providing teachers with necessary resources.**
- **Teachers are regularly given the opportunity to attend professional development which is the shared with the rest of the staff**
- **Schools attuned strategies are fostered throughout the school**
- **The pupil personnel secretary works closely with the network HR point to ensure that non-Highly Qualified teachers meet all required documentation and assessment deadlines**
- **Mentors are assigned to support un-qualified and new teachers**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **P.S. 166Q coordinates and integrates Federal, state, and local services and programs supported under NCLB. In the area of violence prevention, P.S. 166Q has a Project Share, an antiviolenence/drug prevention program and a conflict resolution program.**
- **The Parent Coordinator conducts workshops on domestic violence. The PA invites various facilitators to help parents to access affordable healthcare programs.**
- **We have a student nutrition program run through the guidance of the Board of Education. Our Parent coordinator conducts a Parent Nutrition workshop series run by the Cornell University nutrition program. Students are provided with job knowledge on Career Day. The Parent Coordinator refers parents to Adult Horizons Educational program for training in job skills such as nursing, computers, refrigeration technology, and college credit. We offer adult education classes in ESL, mental health, and financial planning. P.S. 166Q also has a Pre-K program.**
- **P.S. 166Q has outside sources to translate parental materials and written communication in Bengali, Spanish, Urdu, Arabic, Chinese, and Korean. P.S. 166Q has inside resources to translate to parents verbally in Punjabi, Bengali, Spanish, Portuguese, Chinese and Russian.**

### **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.

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

- **Supervisor per session as part of Data Inquiry Team**
- **Teacher per session as part of Data Inquiry Team**
- **Professional instructional materials to support curriculum development during regular school day**
- **Consumable instructional materials for use during regular school day and extended day**

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, there will be an improvement in mathematical knowledge as evidenced by at a minimum of at least 3% of students in Grades 4-5 demonstrating an increase in their NYS math exam scale scores from the previous school year.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting a review of student performance data on state assessments, it was determined that all students in grades 4 and 5 have underperformed. As a result, we have made progress for our 4<sup>th</sup> and 5<sup>th</sup> grade students a priority goal for the school year.**

### **Instructional strategies/activities**

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

### **Activity #1**

- **Professional Development:** PD will be given on the following topics: NYS Common Core Learning Standards in the breaking down and understanding and incorporating the utilization and infusion of the NYS Common Core Learning Standards; DOK (Depth of Knowledge) and rigor as it relates to the new NYS Common Core Learning Standards; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.
- **Target Populations:** Teachers servicing students in all grades
- **Responsible Staff Members:** Assistant Principals, Staff Developers (internal and external)
- **Implementation Timeline:** September 2011 through May 2012

### **Activity #2**

- **Unit Activities:** Students in all grades will complete activities at the conclusion of units in all subject areas for the purposes of demonstrating hands-on, practical application of the skills and strategies covered in the preceding unit.
- **Target Populations:** Classroom teachers servicing students in all grades
- **Responsible Staff Members:** Classroom teachers, Assistant Principals
- **Implementation Timeline:** September 2011 through May 2012

### **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.
  - We will involve parents in a timely and ongoing manner in the planning, implementation, evaluation and continuous improvement of programs funded through Title I. This will be done via the Pass Review, School Leadership Team, School Committees and Evaluation/Survey forms.
  - Parents and school will share responsibility for high student performance. There will be parent workshops to discuss the math programs as well as on the agenda of Parent Association meeting. Promotional policy will be distributed early in the year and interpretation made as needed. The rules, rituals and routines will be explained and expectations outlined. Title III workshops for ESL/Bilingual parents will also be included annually.
  - The Parent Coordinator trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education. The Parent Coordinator offers math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.
  - The Parent Coordinator conducts ESL classes for the parents every week from Tuesday – Thursday. She incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn necessary language skills.

Additionally, the school also has relationships with the following outside agencies:

- **Cornell University**: Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.
- **Learning Leaders**: Provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with homework. Parents are given suggestions on choosing appropriate books for the different ages.
- **Dial-A-Teacher**: A service provided by the U.F.T. that allows parents to call in for homework help for their children. The service is available Monday-Thursday from 4:00 – 7:00 p.m. in ten languages.
- **Cultural enhancements**: Museums such as the Whitney, Metropolitan, Brooklyn Children's, Noguchi, and Socrates Sculpture Park come to P.S. 166 to provide parents with cultural resources, as well as free activities available for children.
- **TWEED**: Offers workshops three to four times a year – sometimes on Saturdays, for ELL parents. These workshops are conducted in a variety of languages and parents are provided with strategies to help their children in a variety of academic subjects. The Parent Coordinator registers the parents for these events.
- **Variety Boys & Girls Club of Queens**: Sends representatives to P.S. 166 to speak about the many programs available such as: swimming, drama, art, reading, group/learning centers, homework help, math tutoring and computer classes.
- **Jacob Riis Settlement House**: Provides children with an after-school academic and recreational program. Homework help and tutoring are provided. ESL classes are also conducted specifically for parents. Some parents are also employed through the program.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **A full time Teacher Center specialist provides staff development to all teachers**
- **A comprehensive, professional library is maintained, providing teachers with necessary resources.**
- **Teachers are regularly given the opportunity to attend professional development which is the shared with the rest of the staff**
- **Schools attuned strategies are fostered throughout the school**
- **The pupil personnel secretary works closely with the network HR point to ensure that non-Highly Qualified teachers meet all required documentation and assessment deadlines**
- **Mentors are assigned to support un-qualified and new teachers**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **P.S. 166Q coordinates and integrates Federal, state, and local services and programs supported under NCLB. In the area of violence prevention, P.S. 166Q has a Project Share, an antiviolence/drug prevention program and a conflict resolution program.**
- **The Parent Coordinator conducts workshops on domestic violence. The PA invites various facilitators to help parents to access affordable healthcare programs.**
- **We have a student nutrition program run through the guidance of the Board of Education. Our Parent coordinator conducts a Parent Nutrition workshop series run by the Cornell University nutrition program. Students are provided with job knowledge on Career Day. The Parent Coordinator refers parents to Adult Horizons Educational program for training in job skills such as nursing, computers, refrigeration technology, and college credit. We offer adult education classes in ESL, mental health, and financial planning. P.S. 166Q also has a Pre-K program.**
- **P.S. 166Q has outside sources to translate parental materials and written communication in Bengali, Spanish, Urdu, Arabic, Chinese, and Korean. P.S. 166Q has inside resources to translate to parents verbally in Punjabi, Bengali, Spanish, Portuguese, Chinese and Russian.**

### **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.

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

- **Supervisor per session as part of Data Inquiry Team**
- **Teacher per session as part of Data Inquiry Team**
- **Professional instructional materials to support curriculum development during regular school day**
- **Consumable instructional materials for use during regular school day and extended day**

### 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, a minimum of 3% of Limited English Proficient student groups in grades 1-4 will demonstrate progress towards achieving state standards as measured by an increase in the scaled scores on the writing section of the NYSESLAT from the previous school year.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting a review of student performance data on the NYSESLAT assessment, it was determined that Limited English Proficient students in grades 1-4 have underperformed. As a result, we have made progress for our 1-4 grade Limited English Proficient students a priority goal for the school year.**

#### **Instructional strategies/activities**

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

#### **Activity #1**

- **Professional Development:** PD will be given on the following topics: NYS Common Core Learning Standards in the breaking down and understanding and incorporating the utilization and infusion of the NYS Common Core Learning Standards; DOK (Depth of Knowledge) and rigor as it relates to the new NYS Common Core Learning Standards; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.
- **Target Populations:** Teachers servicing students in all grades
- **Responsible Staff Members:** Assistant Principals, Staff Developers (internal and external)
- **Implementation Timeline:** September 2011 through May 2012

#### **Activity #2**

- **Unit Activities:** Students in all grades will complete activities at the conclusion of units in all subject areas for the purposes of demonstrating hands-on, practical application of the skills and strategies covered in the preceding unit.
- **Target Populations:** Classroom teachers servicing students in all grades
- **Responsible Staff Members:** Classroom teachers, Assistant Principals
- **Implementation Timeline:** September 2011 through May 2012

### **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.
- **From the moment parents enter our school, they are made aware of the different programs designed to help their children achieve academic excellence. When parents register their children, the ESL/Dual Language Coordinator, Parent Coordinator, or trained staff member assists them in the registration process. Translators are available for parents to ensure that information is communicated properly.**
- **Parents are given a choice of enrolling their children in a Transitional Bilingual, ESL, or Dual Language program after the child has been administered the LAB-R and parents have seen the NYCDOE video "Orientation Video for Parents of Newly Enrolled ELL's"**
- **In the Spring, parents of incoming students are invited to attend an open house. At this time, administrators, teachers, parent coordinator, ESL/DL Coordinator, Guidance Counselor, and translators greet and speak to the parents about the school. Parents are informed of the different programs, activities, events and special services available to their children such as Speech and Language, Physical Therapy, music and multicultural events. At the end of the orientation, parents are encouraged to ask questions and are taken on a tour of the school.**
- **To keep parents abreast of the different programs within our school, P.S. 166 provides parents of ELL students with at least three parent orientation meetings during the year. The Fall orientation is to inform parents of the programs available for ELL's such as Transitional bilingual, Freestanding English as a Second Language, and Dual Language. The Winter and Spring orientations focus on informing parents of the different tests, assessments and their implications. During these orientations translators, of different community languages, are present.**
- **The Parent Coordinator is the link between the parents and the school community. She familiarizes the parents with the immediate community and informs them of resources such as local doctors, health care institutions, legal services, and any other services which may be needed by parents, such as immigration, citizenship, housing, food stamps, etc.**
- **The Parent Coordinator, conducts ESL classes for the parents every week from Tuesday – Thursday. She sometimes incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn language skills needed for completing these activities. The Parent Coordinator also trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education.**
- **The Parent Coordinator offers math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.**
- **Additionally, the Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their children succeed.**

- Title III workshops for ESL/Bilingual parents will also be included annually.

Additionally, the school also has relationships with the following outside agencies:

- **Cornell University**: Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.
- **Learning Leaders**: Provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with homework. Parents are given suggestions on choosing appropriate books for the different ages.
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- **Jacob Riis Settlement House**: Provides children with an after-school academic and recreational program. Homework help and tutoring are provided. ESL classes are also conducted specifically for parents. Some parents are also employed through the program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **A full time Teacher Center specialist provides staff development to all teachers**
- **A comprehensive, professional library is maintained, providing teachers with necessary resources.**
- **Teachers are regularly given the opportunity to attend professional development which is the shared with the rest of the staff**
- **Schools attuned strategies are fostered throughout the school**
- **The pupil personnel secretary works closely with the network HR point to ensure that non-Highly Qualified teachers meet all required documentation and assessment deadlines**
- **Mentors are assigned to support un-qualified and new teachers**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **P.S. 166Q coordinates and integrates Federal, state, and local services and programs supported under NCLB. In the area of violence**

prevention, P.S. 166Q has a Project Share, an antiviolence/drug prevention program and a conflict resolution program.

- The Parent Coordinator conducts workshops on domestic violence. The PA invites various facilitators to help parents to access affordable healthcare programs.
- We have a student nutrition program run through the guidance of the Board of Education. Our Parent coordinator conducts a Parent Nutrition workshop series run by the Cornell University nutrition program. Students are provided with job knowledge on Career Day. The Parent Coordinator refers parents to Adult Horizons Educational program for training in job skills such as nursing, computers, refrigeration technology, and college credit. We offer adult education classes in ESL, mental health, and financial planning. P.S. 166Q also has a Pre-K program.
- P.S. 166Q has outside sources to translate parental materials and written communication in Bengali, Spanish, Urdu, Arabic, Chinese, and Korean. P.S. 166Q has inside resources to translate to parents verbally in Punjabi, Bengali, Spanish, Portuguese, Chinese and Russian.

**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.

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

- Supervisor per session as part of Data Inquiry Team
- Teacher per session as part of Data Inquiry Team
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- Consumable instructional materials for use during regular school day and extended day

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Utilizing differentiated instruction strategies and research based practice, by June 2012, a minimum of 3% of Students with Disabilities in grades 4 and 5 will demonstrate progress towards achieving state standards as measured by an increase in the NYS ELA scaled scores from the previous school year.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting a review of student performance data on state assessments, it was determined that Students With Disabilities in grades 4 and 5 have underperformed on the ELA. Additionally, according to our State Accountability Report, Student with Disabilities did not make AYP nor the Safe Harbor targets. As a result, we have made progress for our 4<sup>th</sup> and 5<sup>th</sup> grade Students With Disabilities subgroup a priority goal for the school year.**

### **Instructional strategies/activities**

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

### **Activity #1**

- **Professional Development:** PD will be given on the following topics: NYS Common Core Learning Standards in the breaking down and understanding and incorporating the utilization and infusion of the NYS Common Core Learning Standards; DOK (Depth of Knowledge) and rigor as it relates to the new NYS Common Core Learning Standards; use of student data to plan and set goals; further development of inquiry as teams of teachers use data to inform differentiated lesson planning.
- **Target Populations:** Teachers servicing students in all grades
- **Responsible Staff Members:** Assistant Principals, Staff Developers (internal and external)
- **Implementation Timeline:** September 2011 through May 2012

### **Activity #2**

- **Unit Activities:** Students in all grades will complete activities at the conclusion of units in all subject areas for the purposes of demonstrating hands-on, practical application of the skills and strategies covered in the preceding unit.
- **Target Populations:** Classroom teachers servicing students in all grades

- **Responsible Staff Members:** Classroom teachers, Assistant Principals
- **Implementation Timeline:** September 2011 through May 2012

#### **Activity #3**

- **37 ½ Minutes:** All Students with Disabilities receive AIS during the extended day program.
- **Target Populations:** Students with Disabilities
- **Responsible Staff Members:** All teachers
- **Implementation Timeline:** September 2011 through May 2012

#### **Activity #4**

- **Network/TWEED Support:** A Special Education School Improvement Specialist is collaborating with the school to improve outcomes for Students with Disabilities.
- **Target Populations:** Students with Disabilities
- **Responsible Staff Members:** All teachers, Assistant Principals
- **Implementation Timeline:** September 2011 through May 2012

#### **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.
  - We will involve parents in a timely and ongoing manner in the planning, implementation, evaluation and continuous improvement of programs funded through Title I. This will be done via the Pass Review, School Leadership Team, School Committees and Evaluation/Survey forms.
  - Parents and school will share responsibility for high student performance. There will be parent workshops to discuss the reading programs as well as on the agenda of Parent Association meeting. Promotional policy will be distributed early in the year and interpretation made as needed. The rules, rituals and routines will be explained and expectations outlined. Title III workshops for ESL/Bilingual parents will also be included annually.
  - The Parent Coordinator trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education. The Parent Coordinator offers math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.
  - The Parent Coordinator conducts ESL classes for the parents every week from Tuesday – Thursday. She incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn necessary language skills.

Additionally, the school also has relationships with the following outside agencies:

- **Cornell University:** Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.
- **Learning Leaders:** Provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with

homework. Parents are given suggestions on choosing appropriate books for the different ages.

- **Dial-A-Teacher:** A service provided by the U.F.T. that allows parents to call in for homework help for their children. The service is available Monday-Thursday from 4:00 – 7:00 p.m. in ten languages.
- **Cultural enhancements:** Museums such as the Whitney, Metropolitan, Brooklyn Children's, Noguchi, and Socrates Sculpture Park come to P.S. 166 to provide parents with cultural resources, as well as free activities available for children.
- **TWEED:** Offers workshops three to four times a year – sometimes on Saturdays, for ELL parents. These workshops are conducted in a variety of languages and parents are provided with strategies to help their children in a variety of academic subjects. The Parent Coordinator registers the parents for these events.
- **Variety Boys & Girls Club of Queens:** Sends representatives to P.S. 166 to speak about the many programs available such as: swimming, drama, art, reading, group/learning centers, homework help, math tutoring and computer classes.
- **Jacob Riis Settlement House:** Provides children with an after-school academic and recreational program. Homework help and tutoring are provided. ESL classes are also conducted specifically for parents. Some parents are also employed through the program.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **A full time Teacher Center specialist provides staff development to all teachers**
- **A comprehensive, professional library is maintained, providing teachers with necessary resources.**
- **Teachers are regularly given the opportunity to attend professional development which is the shared with the rest of the staff**
- **Schools attuned strategies are fostered throughout the school**
- **The pupil personnel secretary works closely with the network HR point to ensure that non-Highly Qualified teachers meet all required documentation and assessment deadlines**
- **Mentors are assigned to support un-qualified and new teachers**

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **P.S. 166Q coordinates and integrates Federal, state, and local services and programs supported under NCLB. In the area of violence prevention, P.S. 166Q has a Project Share, an antiviolence/drug prevention program and a conflict resolution program.**
- **The Parent Coordinator conducts workshops on domestic violence. The PA invites various facilitators to help parents to access affordable healthcare programs.**
- **We have a student nutrition program run through the guidance of the Board of Education. Our Parent coordinator conducts a Parent Nutrition workshop series run by the Cornell University nutrition program. Students are provided with job knowledge on Career Day. The Parent Coordinator refers parents to Adult Horizons Educational program for training in job skills such as nursing, computers, refrigeration technology, and college credit. We offer adult education classes in ESL, mental health, and financial planning. P.S. 166Q also has a Pre-K program.**
- **P.S. 166Q has outside sources to translate parental materials and written communication in Bengali, Spanish, Urdu, Arabic, Chinese,**

and Korean. P.S. 166Q has inside resources to translate to parents verbally in Punjabi, Bengali, Spanish, Portuguese, Chinese and Russian.

**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.

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

- **Supervisor per session as part of Data Inquiry Team**
- **Teacher per session as part of Data Inquiry Team**
- **Professional instructional materials to support curriculum development during regular school day**
- **Consumable instructional materials for use during regular school day and extended day**

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	40	1	8	13
<b>1</b>	56	47	N/A	N/A	60	0	0	14
<b>2</b>	59	28	N/A	N/A	82	2	1	10
<b>3</b>	34	18	N/A	N/A	91	1	0	7
<b>4</b>	12	8	0	10	64	1	0	9
<b>5</b>	40	22	3	34	62	1	1	10
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
<b>ELA</b>	Comprehension skills are addressed through the implementation of small group and individualized instruction. Techniques are used to work on children’s specific comprehension needs in order to increase their knowledge base in all subject areas. In addition, we utilize Wilson, Schools Attuned, and the push-in model during the school day to address students’ specific weaknesses in comprehension.
<b>Mathematics</b>	Math skills and concepts are reinforced daily through the use of Houghton Mifflin Harcourt Go Math! skills. The math push in teacher works with a small group to reinforce skills, strategies, concepts, terminology and problem solving strategies during the school day.
<b>Science</b>	Students who did not meet the standards on the 4 <sup>th</sup> grade science test receive AIS from a teacher on a weekly basis. They read from the Science Daybook and there is small group activity emphasizing Scientific method and content reading during the school day.
<b>Social Studies</b>	We give AIS services in Social Studies for all who have not met the standards in the 5 <sup>th</sup> grade NYS Social Studies curriculum. They will read and learn how to respond to document based questions during the school day.
<b>At-risk Services provided by the Guidance Counselor</b>	Students receive counseling through a variety of techniques, in small groups depending on their needs. Sometimes there are whole group discussions. They use appropriate and alternative methods of problem solving and conflict resolution during the school day. Parents are also invited to bring specific issues.
<b>At-risk Services provided by the School Psychologist</b>	One on one conferencing, appropriate and alternate methods of conflict resolution and how to study are utilized during the school day.
<b>At-risk Services provided by the Social Worker</b>	Works with the child and family to ease communication among all parties during the school day.

**At-risk Health-related Services**

The nurse maintains a list of children with health problems and works with the child, the family, and school personnel to make sure the child is comfortable. It is important that the child feels well in order to be able to succeed academically during the school day. The numbers listed are indicative of students with asthma, severe allergies, cardiac conditions, and metabolic disorders which could impede the student's academic achievement due to absences.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills. Parents will be involved in the Learning Leaders program and the volunteer program for helping classroom teachers. Learning Leaders provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with homework. Parents are given suggestions on choosing appropriate books for the different ages. Parents as partners in their child's education will be a focus also;
- 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. The Parent Coordinator is the link between the parents and the school community. She familiarizes the parents with the immediate community and informs them of resources such as local doctors, health care institutions, legal services, and any other services which may be needed by parents, such as immigration, citizenship, housing, food stamps, etc. The Parent Coordinator conducts ESL classes for the parents every week from Tuesday – Thursday. She sometimes incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn language skills needed for completing these activities. The Parent Coordinator also trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education. The Parent Coordinator offers math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home. Additionally, the Parent Coordinator organizes and provides workshops with the outside agencies listed below on topics ranging from nutrition, health, assessments and information on how parents can help their children succeed.;
- 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 1<sup>st</sup> 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 all required Title I Parent Events;
- involve parents in a timely and ongoing manner in the planning, implementation, evaluation and continuous improvement of programs funded through Title I. This will be done via the Pass Review, School Leadership Team, School Committees and Evaluation/Survey forms.
- share responsibility for high student performance. There will be parent workshops to discuss the reading and math programs as well as on the agenda of Parent Association meeting. Promotional policy will be distributed early in the year and interpretation made as needed. The rules, rituals and routines will be explained and expectations outlined. Title III workshops for ESL/Bilingual parents will also be included annually.

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;
- 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;
- communicating with parents on a daily basis. The children receive an Agenda Book the first week of school. Within the agenda, we outline student assessment results, proficiency levels and meaningful interpretation. Parents are given assessment results through teacher/student, via the internet, and report cards. Further communication is disseminated in a monthly calendar and by way of the parent coordinator. Other communication is relayed via the school's messenger system which calls the homes to provide updates on student attendance and reminders of upcoming school events. All correspondence from the chancellor and superintendent will be put on hard copy and distributed as appropriate. All

children who meet criteria for after school and summer programs will be informed at Parent meetings and via appropriate fliers. The fliers will be prepared in a multitude of languages. At the beginning of the year, parents will receive the teacher's weekly schedule as to when the teacher is available to share information relating to child's progress. P.S. 166Q has an "Open Door" policy. Administration and classroom teachers will be available as needed to speak to parent concerns.

Additionally, the school also has relationships with the following outside agencies:

- Health Plus: Informs parents about free or low-cost medical coverage for children and offers enrollment for those parents who have no health coverage.
- Cornell University: Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.
- Learning Leaders: Provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with homework. Parents are given suggestions on choosing appropriate books for the different ages.
- Dial-A-Teacher: A service provided by the U.F.T. that allows parents to call in for homework help for their children. The service is available Monday-Thursday from 4:00 – 7:00 p.m. in ten languages.
- Cultural enhancements: Museums such as the Whitney, Metropolitan, Brooklyn Children's, Noguchi, and Socrates Sculpture Park come to P.S. 166 to provide parents with cultural resources, as well as free activities available for children.
- TWEED: Offers workshops three to four times a year – sometimes on Saturdays, for ELL parents. These workshops are conducted in a variety of languages and parents are provided with strategies to help their children in a variety of academic subjects. The Parent Coordinator registers the parents for these events.
- Variety Boys & Girls Club of Queens: Sends representatives to P.S. 166 to speak about the many programs available such as: swimming, drama, art, reading, group/learning centers, homework help, math tutoring and computer classes.
- Western Queens Consultation Center Clinic Plus: Promotes emotional and social well-being and can help parents and children get the support they need. A free, confidential screening is conducted in the school by a mental health professional, trained to carefully assess the child's emotional health. Involvement can enhance a child's academic, social and emotional well-being.
- Jacob Riis Settlement House: Provides children with an after-school academic and recreational program. Homework help and tutoring are provided. ESL classes are also conducted specifically for parents. Some parents are also employed through the program.

#### ***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 1<sup>st</sup> 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 30Q166      **School Name:** Henry Gradstein Elementary School

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

**Phase:**

- Improvement Year 1       Improvement Year 2       Corrective Action Year 1       Corrective Action Year 2  
 Restructuring Year 1       Restructuring Year 2       Restructuring Advanced

**Category:**

- Basic       Focused       Comprehensive

**Intervention:**

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
    - Based on a review of last year's ELA test scores, we have determined that a large number of our Students with Disabilities failed to score at or above grade level, or did not make sufficient gains.
  2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
    - As needed, Students with Disabilities have been assigned small-group instruction for 37½ minutes
    - Out of class staff push-in during the school day to foster small-group instruction
    - Use of network personnel to support staff
    - Teacher mentoring
    - Attendance at internal/external Professional Development
    - Closer review of IEPs
    - Project-based learning
- 

**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Assistant principal and curriculum specialist salaries are partially funded by Title I monies. These individuals are responsible for providing meaningful Professional Development to the staff including, but not limited to, the following topics: best practices, differentiation, Higher Order Thinking/questioning, and implementation of the Common Core Learning Standards.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - The curriculum specialist will regularly set aside two periods to work with individual teachers. During the first of the two periods the mentor will conduct a guided walkthrough of classrooms with the teacher. Upon completion of the walkthrough, the mentor and the mentee participate in a debriefing session.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - The school will take the prescribed letter for notifying parents of the SINI status and backpack it home with the students prior to the appropriate deadline. The parents will be notified that the letter is important and should be translated into their native language. The school will act as a liaison between translation services and the parent.

**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 <b>Charles Amundsen</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>166</b>
School Name <b>Henry Gradstein</b>			

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

Principal <b>Janet Farrell</b>	Assistant Principal <b>Jessica Geller</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Clara Pena</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Vicki Greenman</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Patti Kritoulis</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>N. Dimaggio/V. Selenikas</b>	Other <b>type here</b>

### 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	<b>13</b>	Number of certified bilingual teachers	<b>7</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>6</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>13</b>		

### D. School Demographics

Total number of students in school	<b>1121</b>	Total Number of ELLs	<b>293</b>	ELLs as share of total student population (%)	<b>26.14%</b>
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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. 

Paste response to questions 1-6 here

Each year, we analyze the results of the NYSESLAT by looking in ARIS, Nystart, and ATS. ATS reports such as RNMR and RLAT are studied and disaggregated to ensure that all of our students are receiving appropriate services. In addition, we look at RELC in ATS to guarantee that all ELL students are administered the NYSESLAT. The ELL coordinator is responsible for facilitating all four components of the NYSESLAT. She meets with administration to create a schedule that will allow the appropriate time for each students to take the test in its' entirety. The coordinator works with other ESL certified teachers to administer all four components of the test.

Parental involvement is crucial to ensure the success of all ELLs at PS 166. From the moment parents enter our school, they are made aware of the different programs designed to help their children achieve academic excellence. At the time of registration, parents of newly enrolled students are given the Home Language Identification Survey (HLIS) in their native language. An informal oral interview by the ESL/BIL Coordinator in English and in the native language is conducted as well as assistance in filling out the HLIS. After the completion of the HLIS, the ESL/BIL Coordinator reviews it to determine whether the student is required to take the LAB-R based on established criteria. Parents of "potential ELLs" receive a letter informing them that their child is a "Potential ELL." Potential ELLs are administered LAB-R/SPAN LAB within 10 days of enrollment. Parents are informed of LAB-R score along with "Bilingual and ESL Programs: A Parent's Guide" prepared by the Office of English Language Learners. A parent orientation is conducted. During this orientation, parents will read literature and view a video in their native language about each program. Parents will then fill out the parent survey and program selection form. Each form will be analyzed to determine students' placement. If the Parent Survey and Program Selection Form is not returned, children will be placed in a TBE/DL program at the school if there are sufficient numbers to do so, or in a free standing ESL program. The school ensures that entitlement letters are distributed and that Parent Survey and Program Selections are returned by sending out letters in parents' native language and by scheduling various parent orientations throughout the year. Parents who cannot attend the parent orientations when they are offered, are given an opportunity to call the ESL/BIL coordinator and schedule a meeting with her. At this meeting, the Coordinator will conduct an orientation and parent will fill out the Parent Survey and Program Selection Form.

After "Parent Survey and Program Selection Forms" are evaluated for the placement of ELLs, parents receive a placement letter informing them of their child's placement in a TB, ESL or DL program. After NYSESLAT scores are reviewed, all parents of ELLs receive a "Continued Entitlement Letter" to inform them that their child will remain in the same ELL program as the previous year. The ESL/Bil. Coordinator will talk to any parent who may have a question or concern regarding the placement of their child. A copy of all continued entitlement letters is kept on file.

After reviewing the "Parent Survey and Program Selection form" for the past few years, the trend in program choice continues to be ESL. Parents of Spanish speaking students in Kindergarten continue to choose Dual Language over bilingual education. After careful evaluation of the "Parent Survey and Program Selection form," students are placed according to the parents' choice.

The ELL Coordinator distributes and maintains all parent surveys and program selection forms. Over the past few years the trend in program choices has been Free-Standing ESL and Dual Language. Currently, we have 293 ELLs in the Free-Standing ESL program and

58 ELLs in the Dual Language program. The program models offered at our school are aligned with parent requests. In order to ensure that all ELLs receive the NYSESLAT annually, a LAB-R, NYSESLAT Exam History Report (RLAT), as well as the NYSESLAT RMSR Report is generated to ensure that all ELLs in our school are tested. All ESL and Bilingual certified teachers along with other school personnel are trained in the administration of the four components of the NYSESLAT test. After the administration of every component of the NYSESLAT, a list is created to list any absentee student. After administration of all four components, the list is reviewed so that any student who was absent from any component can be tested.

In order to ensure that parents understand all three program choices (ESL, DL TBE), letters are sent in the parents' home language to invite them to attend a series of parent orientation sessions. These sessions are held at the end of the spring term and at the beginning of the school year. They are conducted by the ESL/Bilingual Coordinator as well as by ESL certified teachers. At every orientation, there are translators as well as literature in all community languages. Parents who are not able to attend are offered the opportunity to come and speak to the ESL/Bil or Parent Coordinator. Parents are made also made aware of parent orientatios in the monthly calendars which are distributed to every student. Due to parental choice, our school does not have a TBE Program. Parents who have chosen TBE as their first choice are informed of the schools within the district where this program is offered.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> 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●	No✳	If yes, indicate language(s):
Dual language program	Yes✳	No●	If yes, indicate language(s): Spanish

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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	3	2	1	2	1	1								10
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	2	2	1	1	1								8
<b>Push-In</b>														0
<b>Total</b>	4	4	3	3	2	2	0	0	0	0	0	0	0	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	293	Newcomers (ELLs receiving service 0-3 years)	196
Special Education			44

Number of ELLs by Subgroups					
SIFE	1	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	2

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	54	1	0	3	0	0	0	0	0	57
ESL	146	0	26	46	0	15	1	0	1	193
<b>Total</b>	<b>200</b>	<b>1</b>	<b>26</b>	<b>49</b>	<b>0</b>	<b>15</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>250</b>

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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	18	64	20	35	9	20	6	43	1	23	4	20							58	205
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	18	64	20	35	9	20	6	43	1	23	4	20	0	0	0	0	0	0	58	205

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 79

Number of third language speakers: 54

Ethnic breakdown of EPs (Number):

African-American: 4

Asian: 23

Hispanic/Latino: 109

Native American: 0

White (Non-Hispanic/Latino): 19

Other: 28

**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	17	23	28	22	22	26								138
Chinese	1		3	2	2	3								11
Russian														0
Bengali	8	9	10	5	5	8								45
Urdu		1	1											2
Arabic	5	5	1	2	1	3								17
Haitian														0
French														0
Korean		1												1
Punjabi	1	2	1		1									5
Polish	1													1
Albanian	1													1

## 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
Other	3	3	2	3	4	2								17
<b>TOTAL</b>	<b>37</b>	<b>44</b>	<b>46</b>	<b>34</b>	<b>35</b>	<b>42</b>	<b>0</b>	<b>238</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Paste response to questions 1-7 here

P.S. 166 is a multicultural school located at 33-09 35th Avenue in Long Island City, Queens. Our total student population is 1,121. 26% constitute our English Language Learners. The preceding chart shows the languages spoken by grade as well as the number of ELL students in our ESL, Dual Language and Freestanding ESL Programs.

The goal of our school is to provide standardized and consistent, high-quality instruction not only for monolingual students but also for those participating in the Freestanding English as a Second Language (ESL) and Dual Language (DL) Programs. Currently, our school has 8 freestanding ESL classes in grades K-5 and a total of 10 Dual Language classes. We have 10 teachers who are Certified in ESL and 7 teachers with a Common Branch license in Spanish. The documentation for all of these teachers is on file. These programs are designed and implemented in accordance with CR Part 154 Title III guidelines.

Parental involvement is crucial to ensure the success of all ELLs at PS 166. From the moment parents enter our school, they are made aware of the different programs designed to help the children achieve academic excellence. At the time of registration, Home Language Identification Surveys are carefully reviewed to determine which children are potential ELLs. In September, parents of ELL students attend an orientation session where they are made aware of programs that are available such as Freestanding ESL, Transitional Bilingual and Dual Language Programs. During this orientation, parents will read literature and view a video in their native language about each program. Parents will then fill out the parent survey and program selection form. Each form will be analyzed to determine students' placement.

## A. Programming and Scheduling Information

After reviewing the “Parent Survey and Program Selection form” for the past few years, the trend in program choice continues to be Freestanding ESL. Parents of Spanish speaking students in Kindergarten continue to choose Dual Language over bilingual education. After careful evaluation of the “Parent Survey and Program Selection form”, students are placed according to the parents’ choice.

### Dual Language Program Description

We currently have implemented a total of 10 Dual Language classrooms with 3 classes in Kindergarten and 2 classes in grades 1 and 3. 2nd, 4th, and 5th grades each have 1 self-contained Dual Language class. There are 58 ELL students in the Dual Language Program. Our Dual Language Program is a developmental, heterogeneous, language-enriched bilingual education program that integrates native English speakers with native speakers of Spanish for all of the content area instruction. In our self-contained classes, there is one teacher who provides instruction in both English and Spanish. In our team teaching configuration, there are two classes that receive instruction from two teachers. Instruction in reading, writing, math, science, and Social Studies is delivered in both English and Spanish every other day. In Kindergarten, second and third grades, this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 2nd, 4th and 5th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA strategies. Content area subjects are taught in both English and Spanish, using second language acquisition strategies, and the target language. The classroom environment is designed to represent the Teacher’s College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. The ESL teacher provides content area support for ELLs by using ESL methodologies, instructional strategies and scaffolding techniques such as modeling, bridging, contextualization, schema building, text representation and metacognitive development.

In grades 3-5, all students participating in the DL Program take Examen de Lectura en Español (ELE) to assess reading achievement in Spanish. The data obtained from all assessments is analyzed and used to drive instruction. In order to help English proficient students acquire Spanish, they will receive small group instruction by a certified and highly qualified Spanish Bilingual teacher.

In order to continue providing a quality education to all our ELLs, we utilize our literacy coach to offer rigorous classroom instruction. We provide common prep time for Dual Language teachers to plan collaboratively. In addition, we have periodic grade meetings and inquiry groups where teachers meet to plan and discuss instruction as well as the latest studies on language acquisition.

Furthermore, professional development continues to be a high priority in order to keep teachers abreast of the latest findings on ESL and Dual Language Programs. If funds are available, all of the out-of-classroom certified bilingual and ESL teachers will offer workshops to all teachers who work with English Language Learners.

- September 2011: Establishing classroom management and routines in a Dual Language classroom and ESL classroom. This entails classroom arrangement, scheduling, curriculum planning, organization, distribution and time frame of homework assignments in both languages, preparations of books and materials.
- November 2011: Align Dual Language and ESL curriculums throughout content areas with New York State standards. Teachers will work together on different subject areas to develop activities that will go along with the standards.
- January 2012: Meeting the special challenge of supporting vocabulary and language development. In preparation for the NYSESLAT, teachers will work on strategies to teach vocabulary and reinforce test-taking skills.
- June 2012: Assessing and evaluating the Dual Language program to assure successful implementation in the future. Teachers will discuss and share best practices on Dual Language Programs.

In addition to these workshops, the Dual Language personnel will be afforded the opportunity to collaborate during the school day by scheduling common preps and lunch periods.

Students enrolled in the Dual Language Program receive individualized instruction by participating in Success Maker, a research and technology based program by Pearson. The program is designed to improve English acquisition for ELLs and improve Spanish literacy for

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 36
75%	
50%	
25%	

## A. Programming and Scheduling Information

acquisition through the use of ESL strategies, methodologies and techniques such as visuals, repetition, TPR, and graphic organizers. Our goal is to assist students to achieve the state-designated level of English proficiency for their grade and to help ELLs meet or exceed New

## 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?

Paste response to questions 8-17 here

P.S. 166 is a multicultural school located at 33-09 35th Avenue in Long Island City, Queens. Our total student population is 1,121. 29% constitute our English Language Learners. The following chart shows the languages spoken by grade as well as the number of ELL students in our ESL, Dual Language and Freestanding ESL Programs.

The goal of our school is to provide standardized and consistent, high-quality instruction not only for monolingual students but also for those participating in the Freestanding English as a Second Language (ESL) and Dual Language (DL) Programs. Currently, our school has 7 freestanding ESL classes in grades K-5 and a total of 10 Dual Language classes. We have 10 Certified ESL teachers, 7 Bilingual Common Branches Spanish. The documentation for all of these teachers is on file. These programs are designed and implemented in accordance with CR Part 154 Title III guidelines.

Parental involvement is crucial to ensure the success of all ELLs at PS 166. From the moment parents enter our school, they are made aware of the different programs designed to help the children achieve academic excellence. At the time of registration, Home Language Identification Surveys are carefully reviewed to determine which children are potential ELLs. In September, parents of ELL students attend an orientation session where they are made aware of programs that are available such as ESL, Transitional Bilingual and Dual Language Programs. During this orientation, parents will read literature and view a video in their native language about each program. Parents will then fill out the parent survey and program selection form. Each form will be analyzed to determine students' placement.

After reviewing the "Parent Survey and Program Selection form" for the past few years, the trend in program choice continues to be ESL. Parents of Spanish speaking students in Kindergarten continue to choose Dual Language over bilingual education. After careful evaluation of the "Parent Survey and Program Selection form," students are placed according to the parents' choice.

### Dual Language Program Description

We currently have implemented a total of 10 Dual Language classrooms with 3 classes in Kindergarten and 2 classes in 2nd grade. The 1st, 3rd, 4th and 5th grades each have 1 self-contained Dual Language class. There are 225 students in the Dual Language Program. In grades K and 2 this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 1st, 3rd, 4th and 5th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA. Content area subjects are taught in both English, using second language acquisition strategies, and the target language. All students in grades K-5 who participate in our Spanish Dual Language Program use instructional materials in both English and Spanish. All classrooms are equipped with Smartboards as well as instructional materials in Spanish which include classroom libraries, textbooks, computers, computer software, magazines, dictionaries, and books on tapes. In order to support ELLs, PS 166 uses a variety of materials used to teach the content areas. The use of Spanish textbooks, fiction and non-fiction books, magazines, computers and computer software, as well as Smart boards is used to help enhance students' education at PS 166. The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. Students in our Dual Language Program who need intervention services in Spanish participate in our 37.5 minutes morning program from Monday.-

## A Programming and Scheduling Information

## 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?

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P.S. 166 is a multicultural school located at 33-09 35th Avenue in Long Island City, Queens. Our total student population is 1,121. 29% constitute our English Language Learners. The following chart shows the languages spoken by grade as well as the number of ELL students in our ESL, Dual Language and Freestanding ESL Programs.

The goal of our school is to provide standardized and consistent, high-quality instruction not only for monolingual students but also for those participating in the Freestanding English as a Second Language (ESL) and Dual Language (DL) Programs. Currently, our school has 7 freestanding ESL classes in grades K-5 and a total of 10 Dual Language classes. We have 10 Certified ESL teachers, 7 Bilingual Common Branches Spanish. The documentation for all of these teachers is on file. These programs are designed and implemented in accordance with CR Part 154 Title III guidelines.

Parental involvement is crucial to ensure the success of all ELLs at PS 166. From the moment parents enter our school, they are made aware of the different programs designed to help the children achieve academic excellence. At the time of registration, Home Language Identification Surveys are carefully reviewed to determine which children are potential ELLs. In September, parents of ELL students attend an orientation session where they are made aware of programs that are available such as ESL, Transitional Bilingual and Dual Language Programs. During this orientation, parents will read literature and view a video in their native language about each program. Parents will then fill out the parent survey and program selection form. Each form will be analyzed to determine students' placement.

After reviewing the "Parent Survey and Program Selection form" for the past few years, the trend in program choice continues to be ESL. Parents of Spanish speaking students in Kindergarten continue to choose Dual Language over bilingual education. After careful evaluation of the "Parent Survey and Program Selection form," students are placed according to the parents' choice.

### Dual Language Program Description

We currently have implemented a total of 10 Dual Language classrooms with 3 classes in Kindergarten and 2 classes in 2nd grade. The 1st, 3rd, 4th and 5th grades each have 1 self-contained Dual Language class. There are 225 students in the Dual Language Program. In grades K and 2 this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 1st, 3rd, 4th and 5th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA. Content area subjects are taught in both English, using second language acquisition strategies, and the target language. All students in grades K-5 who participate in our Spanish Dual Language Program use instructional materials in both English and Spanish. All classrooms are equipped with Smartboards as well as instructional materials in Spanish which include classroom libraries, textbooks, computers, computer software, magazines, dictionaries, and books on tapes. In order to support ELLs, PS 166 uses a variety of materials used to teach the content areas. The use of Spanish textbooks, fiction and non-fiction books, magazines, computers and computer software, as well as Smart boards is used to help enhance students' education at PS 166. The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. Students in our Dual Language Program who need intervention services in Spanish participate in our 37.5 minutes morning program from Monday.- Thursday. A certified Bilingual teacher uses a Spanish reading and math computer program (SuccessMaker) to help with students' weaknesses.

## 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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We currently have implemented a total of 10 Dual Language classrooms with 3 classes in Kindergarten and 2 classes in 2nd grade. The 1st, 3rd, 4th and 5th grades each have 1 self-contained Dual Language class. There are 225 students in the Dual Language Program. In grades K and 2 this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 1st, 3rd, 4th and 5th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA. Content area subjects are taught in both English, using second language acquisition strategies, and the target language. All students in grades K-5 who participate in our Spanish Dual Language Program use instructional materials in both English and Spanish. All classrooms are equipped with Smartboards as well as instructional materials in Spanish which include classroom libraries, textbooks, computers, computer software, magazines, dictionaries, and books on tapes. In order to support ELLs, PS 166 uses a variety of materials used to teach the content areas. The use of Spanish textbooks, fiction and non-fiction books, magazines, computers and computer software, as well as Smart boards is used to help enhance students' education at PS 166. The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. Students in our Dual Language Program who need intervention services in Spanish participate in our 37.5 minutes morning program from Monday.- Thursday. A certified Bilingual teacher uses a Spanish reading and math computer program (SuccessMaker) to help with students' weaknesses.

English proficient and Spanish native speakers are administered EL Sols as well as ECLAS for Tier 2 students. In grades 2-5, all students

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### Dual Language Program Description

We currently have implemented a total of 10 Dual Language classrooms with 3 classes in Kindergarten and 2 classes in 1st and 3rd grade. The 2nd, 4th, and 5th grades each have 1 self-contained Dual Language class. There are 58 ELL students in the Dual Language Program. In grades K and 1 and 3, this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 2nd, 4th and 5th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In these classrooms, instruction is equally delivered in English and Spanish by one teacher. In the Dual Language program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA. Content area subjects are taught in both English, using second language acquisition strategies, and the target language. All content area subjects are taught in Spanish by a certified Spanish bilingual teacher. In our DL program, the amount of instructional time is equally divided between the two languages at all grade levels. Emergent literacy is taught in both languages at the same time (simultaneous).

The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week.

In grades 3-5, all students participating in the DL Program take Examen de Lectura en Español (ELE) to assess reading achievement in Spanish. The data obtained from all assessments is analyzed and used to drive instruction. In order to help English proficient students acquire Spanish, they will receive small group instruction by a certified and highly qualified Spanish Bilingual teacher if funds are available.

In order to continue providing a quality education to all our ELLs we utilize our literacy and math coaches to offer rigorous classroom instruction. We provide common prep time for Dual Language teachers to plan collaboratively. In addition, we have periodic grade meetings and study groups where teachers meet to plan and discuss instruction as well as the latest studies on language acquisition.

### Courses Taught in Languages Other than English

#### 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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#### Staff Development (2011 – 2012 Activities) :

The following staff development workshops will be planned for the 2011 – 2012 school year for all teachers, the ELL coordinator, paraprofessionals, and Guidance Counselors . Training for all staff members will be during Professional Development time that is built into the school year. In addition, we have been approved for a calendar change that will allow all teachers to have four half-days of professional development. These PD sessions will allow staff the minimum training of 7.5 hours as outlined by Jose P. Records of these trainings will be kept in a binder with agendas and attendance sheets. The proposed schedule for the professional staff development workshops for the 2012 – 2012 school year is as follows:

Aug./Sept. 2011: Literacy Coach and ELL Coordinator and/or administration will provide workshops for staff members in order to empower them to align the Core Standards with the Success Maker Program.

October 2011: Literacy Coach or ELL Coordinator or Administration will provide professional development in differentiating instruction for ESL students for staff members.

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December 2011: Literacy Coach or ELL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs.

January 2012: Literacy Coach or ELL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs.

February 2012: Literacy Coach, ELL Coordinator, and school based personnel will further develop skills necessary for integrating Smart Board instruction into daily lessons using data from Success Maker and supplementing the existing ELL program.

March 2012: Literacy Coach or ELL Coordinator or Administration will provide guidance for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing data including RPI, MAI, Success Maker, Acuity, and CPAA.

April 2012: Literacy Coach or ELL Coordinator or Administration will provide guidance for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing specific skills outlined in the Success Maker program while working with Smart Boards.

May 2012: ELL Coordinator will provide workshops on assessing and evaluating the supplemental ELL programs to assure successful implementation in the future.

• Stephanie Dapontes, Christine Soraghan, and Karla Morrero of the Children's First Network will provide a series of professional development sessions for staff members including ELL teachers.

Many self-contained ESL classrooms will have Smart Boards and programs in both English and Spanish. Smart Boards provide an opportunity for students to engage in supplemental interactive activities that reinforce language proficiency skills in reading, writing, listening, and speaking.

Guidance Counselors attend training sessions offered by the network in areas such as bullying, testing, and Respect for All. In addition, Guidance Counselors participate in school-based workshops to analyze ELL data in order to best support the needs of our students. One tool that is regularly used throughout the school is the book, "Have you Filled a Bucket Today?" The book helps students to encourage each other on different journeys including transitions. For example, students transitioning from ELL to monolingual services are encouraged by both staff members and classmates.

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## 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?

Paste response to questions 1-4 here

### Parent/Community Involvement

From the moment parents enter our school, they are made aware of the different programs designed to help their children achieve academic excellence. When parents register their children, the ESL/Dual Language Coordinator, Parent Coordinator, or trained staff member assists them in the registration process. We use the School Survey to get a basis for parent needs. In addition, we rely on regular communication with teachers about student progress to glean feedback from the parents. Regular conversations between parents and staff members are considered in addressing the needs of the parents. Translators are available for parents to ensure that information is communicated properly.

Parents are given a choice of enrolling their children in a Transitional Bilingual, ESL, or Dual Language program after the child has been administered the LAB-R and parents have seen the NYCDOE video “Orientation Video for Parents of Newly Enrolled ELL’s.”

In the Spring, parents of incoming students are invited to attend an open house. At this time, administrators, teachers, parent coordinator, ESL/ Dual Language Coordinator, Guidance Counselor, and translators greet and speak to the parents about the school. Parents are informed of the different programs, activities, events and special services available to their children such as Speech and Language, Physical Therapy, music and multicultural events. At the end of the orientation, parents are encouraged to ask questions and are finally taken on a tour of the school.

To keep parents abreast of the different programs within our school, P.S. 166 provides parents of ELL students with at least three parent orientation meetings during the year. The Fall orientation is to inform parents of the programs available for ELL’s such as Transitional Bilingual, Freestanding English as a Second Language, and Dual Language. The Winter and Spring orientations focus on informing parents of the different tests, assessments and their implications. During these orientations, translators of different community languages are present.

The Parent Coordinator is the link between the parents and the school community. She familiarizes the parents with the immediate community and informs them of resources such as local doctors, health care institutions, legal services, and any other services which may be needed by parents, such as immigration, citizenship, housing, food stamps, etc.

The Parent Coordinator, conducts ESL classes for the parents every week from Tuesday – Thursday. She sometimes incorporates activities such as crocheting and Arts and Crafts so that parents experience a variety of activities and learn language skills needed for completing these activities. The Parent Coordinator also trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child’s education.

The Parent Coordinator assists the coaches in offering math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.

Additionally, the Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their children succeed.

Some of the outside agencies include:

- Health Plus: Informs parents about free or low-cost medical coverage for children and offers enrollment for those parents who have no health coverage.
- Mount Sinai Hospital of Queens: Conducts several workshops at the school during the school year on various topics dealing with children, adolescents, and health. In addition, they send flyers to inform the parents of community workshops that are scheduled at the hospital in their “Community Room.” Topics include health, nutrition, aerobics, etc. The hospital also offers free screening for high blood pressure, cancer and diabetes.
- Cornell University: Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the

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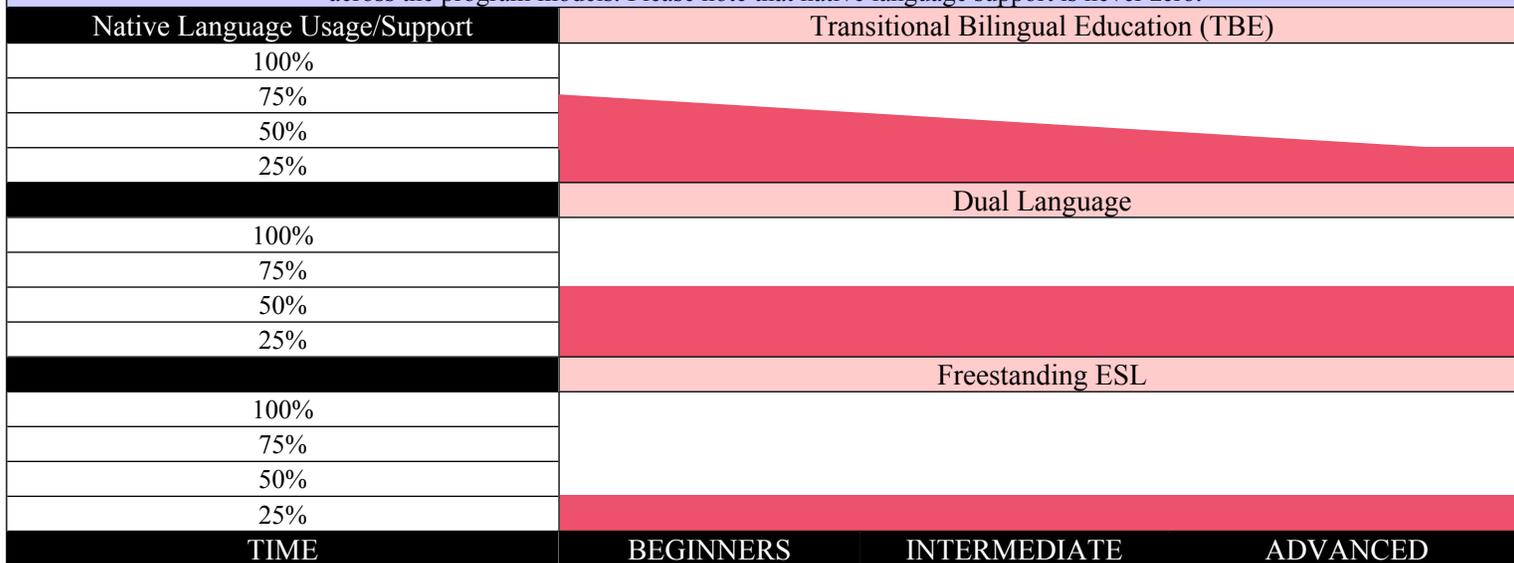
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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The goal of our school is to provide standardized and consistent, high-quality instruction not only for monolingual students but also for those participating in the Freestanding English as a Second Language (ESL) and Dual Language (DL) Programs. Currently, our school has 7 freestanding ESL classes in grades K-5 and a total of 10 Dual Language classes. We have 10 Certified ESL teachers, 7 Bilingual Common Branches Spanish. The documentation for all of these teachers is on file. These programs are designed and implemented in accordance with CR Part 154 Title III guidelines.

Parental involvement is crucial to ensure the success of all ELLs at PS 166. From the moment parents enter our school, they are made aware of the different programs designed to help the children achieve academic excellence. At the time of registration, Home Language Identification Surveys are carefully reviewed to determine which children are potential ELLs. In September, parents of ELL students attend an orientation session where they are made aware of programs that are available such as ESL, Transitional Bilingual and Dual Language Programs. During this orientation, parents will read literature and view a video in their native language about each program. Parents will then fill out the parent survey and program selection form. Each form will be analyzed to determine students' placement.

After reviewing the "Parent Survey and Program Selection form" for the past few years, the trend in program choice continues to be ESL. Parents of Spanish speaking students in Kindergarten continue to choose Dual Language over bilingual education. After careful evaluation of the "Parent Survey and Program Selection form," students are placed according to the parents' choice.

### Dual Language Program Description

We currently have implemented a total of 10 Dual Language classrooms with 3 classes in Kindergarten and 2 classes in 2nd grade. The 1st, 3rd, 4th and 5th grades each have 1 self-contained Dual Language class. There are 225 students in the Dual Language Program. In grades K and 2 this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 1st, 3rd, 4th and 5th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In this program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA. Content area subjects are taught in both English, using second language acquisition strategies, and the target language. All students in grades K-5 who participate in our Spanish Dual Language Program use instructional materials in both English and Spanish. All classrooms are equipped with Smartboards as well as instructional materials in Spanish which include classroom libraries, textbooks, computers, computer software, magazines, dictionaries, and books on tapes. In order to support ELLs, PS 166 uses a variety of materials used to teach the content areas. The use of Spanish textbooks, fiction and non-fiction books, magazines, computers and computer software, as well as Smart boards is used to help enhance students' education at PS 166. The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week. Students in our Dual Language Program who need intervention services in Spanish participate in our 37.5 minutes morning program from Monday.- Thursday. A certified Bilingual teacher uses a Spanish reading and math computer program (SuccessMaker) to help with students' weaknesses.

## 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?

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English proficient and Spanish native speakers are administered EL Sols as well as ECLAS for Tier 2 students. In grades 2-5, all students

## Additional Information

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

Paste additional information here

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### Dual Language Program Description

We currently have implemented a total of 10 Dual Language classrooms with 3 classes in Kindergarten and 2 classes in 1st and 3rd grade. The 2nd, 4th, and 5th grades each have 1 self-contained Dual Language class. There are 58 ELL students in the Dual Language Program. In grades K and 1 and 3, this program will follow the Alternating Day Variant of 50:50 Model which involves two teachers, two linguistically integrated classes, and two separate classrooms. In 2nd, 4th and 5th grades each Dual Language classroom will follow the Alternating Day Variant of 50:50 Model. The classroom is divided into two sections, one for English, color-coded in blue and the other in Spanish, color-coded in red. In these classrooms, instruction is equally delivered in English and Spanish by one teacher. In the Dual Language program, students will build upon academic skills in their first language and eventually transfer these skills to the second language. Language Arts is taught using NLA, ESL, and ELA. Content area subjects are taught in both English, using second language acquisition strategies, and the target language. All content area subjects are taught in Spanish by a certified Spanish bilingual teacher. In our DL program, the amount of instructional time is equally divided between the two languages at all grade levels. Emergent literacy is taught in both languages at the same time (simultaneous).

The classroom environment is designed to represent the Teacher's College workshop model and balanced literacy in the daily instruction. Teachers use differentiated instruction to meet the needs of the students. All of our beginner and intermediate students receive 360 minutes of ESL per week and all advanced students receive 180 minutes of ESL and 180 minutes of English language arts per week.

In grades 3-5, all students participating in the DL Program take Examen de Lectura en Español (ELE) to assess reading achievement in Spanish. The data obtained from all assessments is analyzed and used to drive instruction. In order to help English proficient students acquire Spanish, they will receive small group instruction by a certified and highly qualified Spanish Bilingual teacher if funds are available.

In order to continue providing a quality education to all our ELLs we utilize our literacy and math coaches to offer rigorous classroom instruction. We provide common prep time for Dual Language teachers to plan collaboratively. In addition, we have periodic grade meetings and study groups where teachers meet to plan and discuss instruction as well as the latest studies on language acquisition.

## 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.

Paste response to questions 1-3 here

### Staff Development (2011 – 2012 Activities) :

The following staff development workshops will be planned for the 2011 – 2012 school year for all teachers, the ELL coordinator, paraprofessionals, and Guidance Counselors. Training for all staff members will be during Professional Development time that is built into the school year. In addition, we have been approved for a calendar change that will allow all teachers to have four half-days of professional development. These PD sessions will allow staff the minimum training of 7.5 hours as outlined by Jose P. Records of these

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Aug./Sept. 2011: Literacy Coach and ELL Coordinator and/or administration will provide workshops for staff members in order to empower them to align the Core Standards with the Success Maker Program.

October 2011: Literacy Coach or ELL Coordinator or Administration will provide professional development in differentiating instruction for ESL students for staff members.

November 2011: Literacy Coach or ELL Coordinator or Administration will explore RPI and MAI strategies during professional development and how they can differentiate instruction to meet the ELL students' needs.

December 2011: Literacy Coach or ELL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs.

January 2012: Literacy Coach or ELL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs.

February 2012: Literacy Coach, ELL Coordinator, and school based personnel will further develop skills necessary for integrating Smart Board instruction into daily lessons using data from Success Maker and supplementing the existing ELL program.

March 2012: Literacy Coach or ELL Coordinator or Administration will provide guidance for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing data including RPI, MAI, Success Maker, Acuity, and CPAA.

April 2012: Literacy Coach or ELL Coordinator or Administration will provide guidance for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing specific skills outlined in the Success Maker program while working with Smart Boards.

May 2012: ELL Coordinator will provide workshops on assessing and evaluating the supplemental ELL programs to assure successful implementation in the future.

• Stephanie Dapontes, Christine Soraghan, and Karla Morrero of the Children's First Network will provide a series of professional development sessions for staff members including ELL teachers.

Many self-contained ESL classrooms will have Smart Boards and programs in both English and Spanish. Smart Boards provide an opportunity for students to engage in supplemental interactive activities that reinforce language proficiency skills in reading, writing, listening, and speaking.

Guidance Counselors attend training sessions offered by the network in areas such as bullying, testing, and Respect for All. In addition, Guidance Counselors participate in school-based workshops to analyze ELL data in order to best support the needs of our students. One tool that is regularly used throughout the school is the book, "Have you Filled a Bucket Today?" The book helps students to encourage each other on different journeys including transitions. For example, students transitioning from ELL to monolingual services are encouraged by both staff members and classmates.

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## 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?

Paste response to questions 1-4 here

### Parent/Community Involvement

From the moment parents enter our school, they are made aware of the different programs designed to help their children achieve academic excellence. When parents register their children, the ESL/Dual Language Coordinator, Parent Coordinator, or trained staff member assists them in the registration process. We use the School Survey to get a basis for parent needs. In addition, we rely on regular communication with teachers about student progress to glean feedback from the parents. Regular conversations between parents and staff members are considered in addressing the needs of the parents. Translators are available for parents to ensure that information is communicated properly.

Parents are given a choice of enrolling their children in a Transitional Bilingual, ESL, or Dual Language program after the child has been administered the LAB-R and parents have seen the NYCDOE video “Orientation Video for Parents of Newly Enrolled ELL’s.”

In the Spring, parents of incoming students are invited to attend an open house. At this time, administrators, teachers, parent coordinator, ESL/ Dual Language Coordinator, Guidance Counselor, and translators greet and speak to the parents about the school. Parents are informed of the different programs, activities, events and special services available to their children such as Speech and Language, Physical Therapy, music and multicultural events. At the end of the orientation, parents are encouraged to ask questions and are finally taken on a tour of the school.

To keep parents abreast of the different programs within our school, P.S. 166 provides parents of ELL students with at least three parent orientation meetings during the year. The Fall orientation is to inform parents of the programs available for ELL’s such as Transitional Bilingual, Freestanding English as a Second Language, and Dual Language. The Winter and Spring orientations focus on informing parents of the different tests, assessments and their implications. During these orientations, translators of different community languages are present.

The Parent Coordinator is the link between the parents and the school community. She familiarizes the parents with the immediate community and informs them of resources such as local doctors, health care institutions, legal services, and any other services which may be needed by parents, such as immigration, citizenship, housing, food stamps, etc.

The Parent Coordinator, conducts ESL classes for the parents every week from Tuesday – Thursday. She sometimes incorporates activities such as crocheting and Arts and Crafts so that parents experience a variety of activities and learn language skills needed for completing these activities. The Parent Coordinator also trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child’s education.

The Parent Coordinator assists the coaches in offering math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.

Additionally, the Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their children succeed.

Some of the outside agencies include:

- Health Plus: Informs parents about free or low-cost medical coverage for children and offers enrollment for those parents who have no health coverage.
- Mount Sinai Hospital of Queens: Conducts several workshops at the school during the school year on various topics dealing with children, adolescents, and health. In addition, they send flyers to inform the parents of community workshops that are scheduled at the hospital in their “Community Room.” Topics include health, nutrition, aerobics, etc. The hospital also offers free screening for high blood pressure, cancer and diabetes.
- Cornell University: Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the

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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	34	1	0	4	0	1								40
Intermediate(I)	11													11
Advanced (A)	21	1		1										23
Total	66	2	0	5	0	1	0	0	0	0	0	0	0	74

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	7	0	0	1							
	I		31	10	5	1	4							
	A		31	28	28	29	10							
	P		18	7	15	36	11							
READING/ WRITING	B		14	8	1	3	3							
	I		35	6	9	10	4							
	A		20	12	23	38	15							
	P		14	26	13	18	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	13	16	2	0	31
5	8	29	4	0	41
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									0
4	13	0	14	0	8	0	0	0	35

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2	0	25	1	14	0	0	0	42
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	5	1	19	18	0	0	0	0	43
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)	0	2	1	2	3	10	13	14
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Paste response to questions 1-6 here

The instructional strategies that are being implemented to help our ELL students meet the City and State standards are as follows:

- CPAA, Acuity, Success Maker, ELL Interim Assessments, LAB-R, NYSESLAT, ELA, and ELE are all used to identify the needs of individual students.
- Reading and writing workshop models
- 90-minute ESL block concentrating on mastery of the English language through reading, writing, speaking and listening.
- Using ESL methodologies such as TPR, modeling, and visuals, along with technology and exposure to different forms of literature to yield cross-cultural knowledge and understanding.
- AIS services where small group instruction is provided to help students who need additional help.
- Schools Attuned, which will focus on weaknesses and build on strengths through 1-to-1 tutoring, small-group instruction, or whole-group instruction.
- Other authorized ESL activities such as trips, multicultural shows, interviews, speeches, international lunches and exposure to literature will be developed to enhance and broaden students' knowledge.
- Success Maker, a technology-based program is used to increase language skills, in both English and Spanish, by providing students with regular individualized instruction in reading and math. Used in conjunction with lessons on the Smart Board, the program reinforces reading, writing, listening, and speaking skills. Data reports, from the program, are used as assessments and provide teachers with necessary data for differentiating instruction.

After analyzing the LAB-R results of our new admits to the ELSS, we noticed the following data patterns: The majority of the students in grades K-5 scored at the beginner level. Most students scored higher in the listening/speaking subtest than in the reading.

After examining the results of the NYSESLAT in Listening/Speaking, the following data patterns across proficiency levels were observed:

Grade 1: 3.6% scored Beginner, 37% scored Intermediate and Advanced and 21% scored Proficient in Listening/Speaking

Grade 2: 13% scored Beginner, 19% scored Intermediate 53% Advanced and 13% scored Proficient in Listening/Speaking.

Grade 3: 0% scored Beginner, 10% scored Intermediate, 58% Advanced and 31% scored Proficient in Listening/Speaking.

Grade 4: 0% scored Beginner, 1.5% scored Intermediate 43% Advanced and 54% scored Proficient in Listening/Speaking.

Grade 5: 3.8% scored Beginner, 1.5% scored Intermediate 43% Advanced and 54% scored Proficient in Listening/Speaking.

After examining the results of the NYSESLAT in Reading/Writing, the following data patterns across proficiency levels were observed:

Grade 1: 16% scored Beginner, 42% scored Intermediate 24% Advanced and 16% scored Proficient in Reading/writing.

Grade 2: 15% scored Beginner, 11% scored Intermediate 23% Advanced and 50% scored Proficient in Reading/writing.

Grade 3: 12% scored Beginner, 18% scored Intermediate 47% Advanced and 27% scored Proficient in Reading/writing.

Grade 4: 4.5% scored Beginner. 15% scored Intermediate 57% Advanced and 27% scored Proficient in Reading/writing.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** 166

**School DBN:** 30Q166

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Farrell	Principal		12/19/11
Jessica Geller	Assistant Principal		12/19/11
Mary Bland	Parent Coordinator		12/19/11
Clara Pena	ESL Teacher		12/19/11
Raoufa Ali	Parent		12/19/11
Vicki Greenman	Teacher/Subject Area		12/19/11
Patti Kritoulis	Teacher/Subject Area		12/19/11
	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: **30Q166** School Name: **Henry Gradstein**

Cluster: **2** Network: **2.02**

**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**

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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.

Home Language Identification Surveys (HLIS) are completed by the parents in their home language and results are analyzed. In addition to the HLIS, parents are sent home a second language survey from P.S. 166 asking them to indicate their language of preference for any communication between them and the school. This second survey is especially helpful in situations where the parents are of different backgrounds and do not speak the same language. The parent, who is usually responsible for communicating with the school, is the one whose language is most often requested for correspondence. Responses are analyzed. Parents then receive written and oral information from the school in the language they have requested.

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.

After analyzing data from the Home Language Identification Surveys (HLIS) and the P.S. 166 Language Surveys, results indicate that the languages most needed for oral and written communication as requested by parents are English, Spanish, Arabic, Bengali, Chinese, Korean and Urdu. Findings are shared with the school community at SLT and PA meetings. The Parent Coordinator is made aware of the schools' language needs and maintains literature in all of the most prominent languages. She also helps to facilitate interactions with translation services.

## Part B: Strategies and Activities

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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.

Both Title I translation service monies, and in-house staff, are used, and will continue to be used, for written translation services. Written correspondence such as newsletters, notifications regarding workshops or informational meetings, and any other letters of importance will continue to be sent to the parents in the language they have requested.

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 staff, including teachers and paraprofessionals, along with parent volunteers, will work closely together providing oral interpretation services to meet the language needs of the parents at P.S. 166. Because of the excellent working relationship and sense of community that exists in the building, parents often bring in outside volunteers to assist with interpretation services. We plan to continue providing interpretation services in the same manner during the coming year.

The Parent Association president provides interpretation services in Arabic while the Vice-President provides services in Spanish. These services will continue depending on the languages spoken by the PA officers in 2011- 2012.

Parents are also provided with oral interpretation services in Bengali, Punjabi, Arabic, Chinese, Urdu, Korean, Italian & Greek. Parents will continue to be provided with services in the languages they need.

In the event that no staff member is available in the building when oral interpretation is needed, we will continue to have ongoing continuous access to the Department of Education's Telephone Interpretation Service Dept. to meet the needs of parents at all times.

We will take the steps required to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

All Parents whose primary language is a covered language, and who require language assistance services, will be provided with a copy of The Bill of Rights & Responsibilities which includes their rights regarding translation and interpretation services.

Posted in the lobby of the building's primary entrance, there will continue to be signs indicating where parents need to go for translation and

interpretation services. These signs are posted in the covered languages.

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>.

It is the school's policy and will continue to be that parents in need of language assistance services are not and will not be prevented from reaching the school's administrative offices solely due language barriers.

Upon entering the school building, there are signs posted in the languages of the school population indicating where to go for translation and interpretation services. Every parent, regardless of the language they speak, will continue to be allowed into the building as long as they show a valid I.D. to the security officer at the door.

Parents will be informed of the Department's website concerning the rights of parents to translation and interpretation services and how to access such services. Parents will be given information regarding the Department's website during the Parent Association's meetings and the Parent Coordinator will give workshops informing parents of the website and showing them how to access the information they need.

We will obtain translation of signs and required forms pursuant to Chancellor's Regulations A-663 for parents whose language (other than English or covered language) is shared by more than 10% of the school's student population. These forms will be posted and provided in accordance with Chancellor's Regulations A-663.

For parents whose language is shared by less than 10% of the school's population, even if the number is as low as 1, we provide in-house translation and interpretation services. We plan to continue servicing the parents' needs in this manner.

## 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: Henry Gradstein	DBN: 30Q166
Cluster Leader: Charles Amundsen	Network Leader: N. Dimaggio & V. Selenikas
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: AIS during the school day
Total # of ELLs to be served: 293
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 13
# of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### Instructional Program

P.S. 166 is multicultural school located at 33-09 35th Ave. in Long Island City Queens. The total student population is 1,121 of which 26% are English language learners. Our school provides standardized and consistent high-quality instruction for those participating in the ESL and Dual Language Programs. Currently our school has 8 free-standing ESL classes in grades K-5 and 10 Dual Language classes in grades K-5. These programs are designed in accordance with CR- Part 154 and the Title III guidelines. The placement of the above students is based on the results of the LAB-R and NYSESLAT scores. ELL students who scored at the beginning or intermediate levels receive 360 minutes of ESL per week. Students who scored at the Advanced level receive 180 minutes of ESL and 180 minutes of ELA weekly. Certified and highly qualified ESL and bilingual teachers service all of our ELL students.

The instructional strategies that are being implemented to help our ELL students meet the City and State standards are as follows:

- The ELL Coordinator facilitates the use and implementation of the Success Maker program. The coordinator provides a supplemental service that goes beyond the ELL mandates of the school day. Not only do students receive their required ELL services, but through Success Maker they also improve their literacy and math skills using a multi-lingual approach. The coordinator ensures the completion of the Success Maker activities while also working with small groups of students on specific skills.
- CPAA, Acuity, Success Maker, ELL Interim Assessments, LAB-R, NYSESLAT, ELA, and ELE are all used to identify the needs of individual students.
- Reading and writing workshop models
- 90-minute ESL block concentrating on mastery of the English language through reading, writing, speaking and listening.
- Using ESL methodologies such as TPR, modeling, and visuals, along with technology and exposure to different forms of literature to yield cross-cultural knowledge and understanding.
- AIS services where small group instruction is provided to help students who need additional help.
- Schools Attuned, which will focus on weaknesses and build on strengths through 1-to-1 tutoring,

## Part B: Direct Instruction Supplemental Program Information

small-group instruction, or whole-group instruction.

- Other authorized ESL activities such as trips, multicultural shows, interviews, speeches, international lunches and exposure to literature will be developed to enhance and broaden students' knowledge.
- Title III Supplementary Instructional Program

PS 166 works with a Community Based Organization to provide many of our ELL students in grades K-5 with an afterschool program, from September to June five days a week from 3:15 P.M to 5:15 P.M. The program offers homework help, literacy, mathematics and extra curricula activities. They work in collaboration with our school staff to provide this program aligned with the needs of our students based on school data. Due to the success of this program, we offer Title III supplemental services during the school day. The Dual Language/ESL Coordinator, certified in ESL/BL offers a minimum of 18 periods a week of AIS in ESL/NLA utilizing Success Maker to our ELL students giving them the opportunity to work with materials that are parallel to the NYSESLAT and ELE which should lead to increased levels of English Language Proficiency and NLA . These weekly additional periods are above and beyond the mandated units of ESL. The Dual Language/ESL Coordinator maintains student attendance, data and e-portfolios of each student receiving this AIS service. As the Dual Language coordinator, she also provides this information and data to the ESL and Dual Language teachers to plan instruction and form small groups within the classroom for literacy, math and content area instruction during weekly common preps. This AIS ESL/NLA program is available from October to June. The Title III supplementary program is described below:

- ELL students in all grades receive individualized instruction by participating in Success Maker once a week, a research and technology based program by Pearson. In addition to mandated ESL units, all ESL and Dual Language classes are programmed for AIS ESL/NLA once a week in the computer lab with the Dual Language/ESL Coordinator to work with the Success Maker Program. The program is designed to improve English acquisition for ELLs and improves Spanish literacy for those students in the Dual Language program. Reports of student data from Success Maker are generated. These reports are analyzed and used to differentiate instruction in all curriculum areas by the Dual Language/ESL Coordinator and the ESL and Dual Language teachers.
- Success Maker, a technology-based program is used to increase language skills, in both English and Spanish, by providing students with supplemental individualized instruction in reading and math. Success Maker is used in addition to the mandated time of instruction for our ELL students. Used in conjunction with lessons on the Smart Board, the program reinforces reading, writing, listening, and speaking skills. Data reports, from the program, are used as assessments and provide teachers with necessary data for differentiating instruction.

## Part C: Professional Development

### 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: Staff Development (2011 – 2012 Activities) :

The following staff development workshops will be planned for the 2010 – 2011 school year for ELL teachers. The proposed schedule for the professional staff development workshops for the 2011 – 2012 school year is as follows:

Aug./Sept. 2011: Literacy Coach and ELL Coordinator and/or administration will provide workshops during Monday morning inquiry time for ELL teachers in order to empower them to align the Core Standards with the Success Maker Program.

October 2011: Literacy Coach or ELL Coordinator or Administration will provide professional development during Monday morning inquiry time in differentiating instruction for ESL students.

November 2011: Literacy Coach or ELL Coordinator or Administration will explore RPI and MAI strategies during Monday morning inquiry time and how they can differentiate instruction to meet the ELL students' needs.

December 2011: Literacy Coach or ELL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs during Monday morning inquiry time.

January 2012: Literacy Coach or ELL Coordinator or Administration will provide ELL teachers with a more in depth look at differentiation of instruction to meet the ELL students' needs during Monday morning inquiry time.

February 2012: Literacy Coach, ELL Coordinator, and school based personnel will further develop skills during Monday morning inquiry time necessary for integrating Smart Board instruction into daily lessons using data from Success Maker and supplementing the existing ELL program.

March 2012: Literacy Coach or ELL Coordinator or Administration will provide guidance during Monday morning inquiry time for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing data including RPI, MAI, Success Maker, Acuity, and CPAA.

April 2012: Literacy Coach or ELL Coordinator or Administration will provide guidance during Monday morning inquiry time for interpreting past NYSESLAT scores and how to prepare students for the NYSESLAT test utilizing specific skills outlined in the Success Maker program while working with Smart Boards.

May 2012: ELL Coordinator will provide workshops during Monday morning inquiry time on

### Part C: Professional Development

assessing and evaluating the supplemental ELL programs to assure successful implementation in the future.

- Stephie Dapontes, Christine Soraghan, and Karla Morrero of the Children’s First Network will provide a series of professional development sessions for classroom teachers of ELL students.

Self-contained ESL classrooms will have Smart Boards and programs in both English and Spanish are used with the classes. Smart Boards provide an opportunity for students to engage in supplemental interactive activities that reinforce language proficiency skills in reading, writing, listening, and speaking.

### 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: Parent/Community Involvement

From the moment parents enter our school, they are made aware of the different programs designed to help their children achieve academic excellence. When parents register their children, the ESL/Dual Language Coordinator, Parent Coordinator, or trained staff member assists them in the registration process. Translators are available for parents to ensure that information is communicated properly.

Parents are given a choice of enrolling their children in a Transitional Bilingual, ESL, or Dual Language program after the child has been administered the LAB-R and parents have seen the NYCDOE video “Orientation Video for Parents of Newly Enrolled ELL’s”

In the Spring, parents of incoming students are invited to attend an open house. At this time, administrators, teachers, parent coordinator, ESL Coordinator, Dual Language Coordinator, Guidance Counselor, and translators greet and speak to the parents about the school. Parents are informed of the different programs, activities, events and special services available to their children such as Speech and Language, Physical Therapy, music and multicultural events. At the end of the orientation, parents are encouraged to ask questions and are finally taken on a tour of the school.

To keep parents abreast of the different programs within our school, P.S. 166 provides parents of ELL students with at least three parent orientation meetings during the year. The Fall orientation is to inform parents of the programs available for ELL’s such as Transitional bilingual, Freestanding English as a Second Language, and Dual Language. The Winter and Spring orientations focus on informing parents of the different tests, assessments and their implications. During these orientations translators, of different community languages, are present.

The Parent Coordinator is the link between the parents and the school community. She familiarizes the

## Part D: Parental Engagement Activities

parents with the immediate community and informs them of resources such as local doctors, health care institutions, legal services, and any other services which may be needed by parents, such as immigration, citizenship, housing, food stamps, etc.

The Parent Coordinator, conducts ESL classes for the parents weekly. She sometimes incorporates activities such as crocheting or Arts and Crafts so that parents experience a variety of activities and learn language skills needed for completing these activities. The Parent Coordinator also trains the parents to access the DOE website and use the ARIS Parent Link to acquire valuable information regarding their child's education.

The Parent Coordinator assists the coaches in offering math and literacy workshops throughout the year. These workshops inform parents of math and reading programs in the building. In addition, the workshops teach parents how to help their children improve math and literacy skills at home.

Additionally, the Parent Coordinator organizes and provides workshops with the help of outside agencies on topics ranging from nutrition, health, assessments and information on how parents can help their children succeed.

Some of the outside agencies include:

- **Health Plus:** Informs parents about free or low-cost medical coverage for children and offers enrollment for those parents who have no health coverage.
- **Mount Sinai Hospital of Queens:** Conducts several workshops at the school during the school year on various topics dealing with children, adolescents, and health. In addition, they send flyers to inform the parents of community workshops that are scheduled at the hospital in their "Community Room." Topics include health, nutrition, aerobics, etc. The hospital also offers free screening for high blood pressure, cancer and diabetes.
- **Cornell University:** Offers a 6-week nutrition program to the parents to teach them how to budget, shop wisely, and prepare healthy meals for their families. During these sessions, parents participate in hands-on activities where they actually prepare healthy nutritious meals. Upon completion of the six-week program, parents receive a certificate from Cornell which can be used towards employment in the food business.
- **EPIC (Every Person Influences Children):** Provides workshops based on parents' needs. Members of the organization teach parents how to set goals for themselves and for their children, addressing issues such as adolescence, children with special needs, and sexual abuse. Parents receive a three full-day training session at EPIC's home base, I.S. 204 in Long Island City. Workshops then follow at P.S. 166 to address parents' needs.
- **Learning Leaders:** Provides training sessions for parents on how to help volunteer in the classroom and school community. They assist with small groups and one-on-one remediation. The parents gain useful knowledge in order to help their own children with homework. Parents are given suggestions on choosing appropriate books for the different ages. In the Spring, a luncheon is held for

## Part D: Parental Engagement Activities

the Learning Leaders as a culminating activity.

- **Dial-A-Teacher:** A service provided by the U.F.T. that allows parents to call in for homework help for their children. The service is available Monday-Thursday from 4:00 – 7:00 p.m. in ten languages.
- **Cultural enhancements:** Museums such as the Whitney, Metropolitan, Brooklyn Children’s, Noguchi, and Socrates Sculpture Park come to P.S. 166 to provide parents with cultural resources, as well as free activities available for children.
- **TWEED:** Offers workshops three to four times a year – sometimes on Saturdays, for ELL parents. These workshops are conducted in a variety of languages and parents are provided with breakfast, lunch and a gift bag. The Parent Coordinator registers the parents for these events. Metro cards are given to the parents when they arrive at the event in order to cover their travel expenses.
- **Variety Boys & Girls Club of Queens:** Sends representatives to P.S. 166 to speak about the many programs available such as: swimming, drama, art, reading, group/learning centers, and computer classes.

Project Jump Start (Programs and activities to assist newly enrolled LEP students)

### PROJECT JUMP START

To assist newly enrolled ELL students, we begin by establishing a good working relationship with the parents, empowering them with as much knowledge as we can about their child’s education so that they can take on an active role in their child’s learning experiences.

In the Spring, there is an orientation for parents of incoming Kindergarten students. The Dual Language/ESL coordinator explains the HLIS forms, LAB-R and NYSESLAT testing to the parents and informs them of the various programs that are available for all students. ESL, Bilingual, and Dual Language programs are explained so that parents make informed decisions about where they want their child placed. In the Fall, the Dual Language/ESL Coordinator conducts an orientation for parents of newly-admitted students. The coordinator explains the programs available in the school for all children. Parents of ELL students are informed and given the opportunity to select an ESL, Bilingual or Dual Language program. They also learn how differentiated instruction and small group instruction are used to meet children’s needs, and how support staff such as ESL teachers can support this type of instruction.

Parents of the newly enrolled students are also invited to attend workshops presented by the service providers of P.S. 166. The service providers inform parents of the various services their children are entitled to in order to address any special needs they may have.

The Parent Coordinator assists in the above-mentioned workshops and also coordinates other workshops to inform the parents of services and resources in the community that are available to them and their families.

## Part E: Budget

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

Allocation Amount: \$36604

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		