



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** THE RICHARD ROGERS SCHOOL OF ARTS AND TECHNOLOGY

**DBN:** 03M166

**PRINCIPAL:** DEBRA MASTRIANO

**EMAIL:** DMASTRIANO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ILENE ALTSCHUL

**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
Debra Mastriano	*Principal or Designee	
James Fama	*UFT Chapter Leader or Designee	
Christine Di Pasquale	*PA/PTA President or Designated Co-President	
James Mitchell	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Veronica Edmondson	CBO Representative, if applicable	
Nadine Kornreich	Member/	
Jenny Sora	Member/	
Marion Guber	Member/	
Dr.Kathleen Mainhart	Member/	
Leslie Zampetti	Member/	
Sara Spinnel	Member/	
Dympna Gallagher	Member/	
Jen Hogan-Murphy	Member/	
Liz Wedlan	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ENGLISH LANGUAGE ARTS ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

**By June 2013, the percentage of students at or above proficiency level will increase by 3% (from 69.6% to 72.9%) in ELA, as measured by the NYS ELA assessment. This will be done by teachers using their knowledge of the Common Core Learning Standards to strengthen instructional practices.**

### **Comprehensive needs assessment**

According to the NYS ELA assessment data, there is a need to improve the number of students at or above proficiency levels in our school. While we made gains in this area, there are 30% of students who are not proficient in this area. In addition, after examining student work across grades, it is evident that there is a need for stronger Common Core alignment.

### **Instructional strategies/activities**

- Teachers meet in grade level teams to create and/or revise two units of study in ELA to ensure alignment to the Common Core Learning Standards.
- The school's literacy coach works with teachers to support the planning and implementation of the units of study.
- Teachers utilize monthly writing benchmarks to measure student progress and target students in need.
- Teachers continually utilize acuity assessment and Fountas and Pinnell Assessment data to identify individual, small group and whole class areas of need.
- Extended morning tutorial is offered four times a week to those students who were chosen based on both ELA scores and teacher assessments.
- Engage students in community building activities such as school wide assemblies, interclass visits, reading buddies, drama productions surrounding social issues such as respect for all and anti-bullying.
- Curriculum will drive students to ground reading, writing, and discussion in evidence from text.
- Book Clubs-The purpose of Book Clubs is to enrich the level of engagement and comprehension in our readers; to become social readers, more accountable as a reader, and to become better talkers. This will be achieved through read alouds, partnerships, and independent reading where in turn students will listen to and participate in conversations, asking questions, write notes, keep reading logs, and write about their text. Book Clubs will be used in grades 3-5.
- Foundations- This program uses a multimodality approach to develop the processing of phonemes, phonics, site words, oral reading fluency, and encoding skills to students K-2 during Extended Day and as part of the ELA block during the school day..
- Guided Reading- Small reading groups arranged according to their benchmark instructional level receiving modeled and guided reading instruction by their teacher during the school day and during Extended Day.
- Beginning in January 2013, provide Grade 4 test prep classes after school .
- Beginning February 2013, provide students in Grade 3,4,5 with test prep embedded in extended day 4By days a week and into the classroom instruction.
- SETTTS and IEP teacher will incorporate modified ELA learning experiences that correlate to the Common Core Learning Standards for English Language and Special Needs Students ongoing throughout 2012-2013.
- Utilize common planning periods for discussions related to student progress and best practices ongoing during 2012-2013.
- By June 2013, 100% of teachers in grades K-5 will have benchmark writing data as a method of looking at student work to address next steps in meeting or exceeding the Common Core Learning Standards. Focus for K-2

**Strategies to increase parent involvement**

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

**Budget and resources alignment**

- Non Title I school
- Substitute Classroom Teachers: Coverage for Training Sessions.

If other is selected describe here:

Parents support funding to PS 166M providing funding for Grade 4 after school test prep, funding for a Literacy Coach, Classroom Books, and Supplies to teachers for instruction.

**Service and program coordination**

- **YMCA provides an after school program to students.**
- **Enrichment after school programs funded by Friends of PS 166M.**
- **WITTS program for school wide healthy lunch and programs to educate all students in making healthy food choices.**
- **Vital Theatre Program integrating Social Studies, Theatre and meeting the CCLS in ELA/ Writing/ Speaking and Listening.**
- **Writopeia program to increase the writing of students in Grade 3.**
- **Science Support to increase students understanding of hands on science.**
- **BJ Reads Volunteer Program.**
- **Learning Leaders in Library to support ELA enrichment.**
- **Gaynor after School for students at risk to provide support using Foundations for students at risk.**



## **MATHEMATICS ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

By June 2013, the percentage of students at or above proficiency level will increase by 3% (from 79.5% to 81.5%) in Math, as measured by the NYS Math assessment. This will be done by teachers using their knowledge of the Common Core Learning Standards to strengthen instructional practices.

### **Comprehensive needs assessment**

According to the NYS Mathematics assessment data, there is a need to improve the number of students at or above proficiency levels in our school. There are 20% of students who are not proficient in this area. In addition, after examining student work across grades, it is evident that there is a need for stronger Common Core alignment.

### **Instructional strategies/activities**

- All Kindergarten through 2nd grade teachers will participate in the training and implementation of the Work Sampling Model of evaluating student work for grades (K-2)
- 100% of teachers in grades K-2 will utilize the Work Sampling System as a method of looking at student work to correlate student task to the Common Core Standards for mathematics.
- All K-2 teachers will plan and implement a minimum of 2 math modules aligned with the Common Core State Standards. Grades 3-5 teachers will plan and implement a minimum of 4 math modules aligned with the Common Core State Standards. Each module will include an initial, formative and summative Performance Task which will be used to track student progress and inform instruction.
- Math Journals will be introduced in all classrooms (K-5) to develop the focus standards of mathematical practice: Model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others. Math Journal tasks will be completed in Grades 1-5 on a daily basis.
- Assessment practices will encourage student reflection and self assessment of both content knowledge and process skills. Math rubrics will be used in all K-5 classrooms to convey expectations to students, to encourage students to set goals for their learning, and to self-monitor their progress.
- Teachers will use a variety of methods to assess both content and process indicators at various points in each mathematics unit(e.g. conferencing, anecdotal records, end of unit assessments, analyzing math journal work, rubrics, checklists, student self assessment etc.). Whole class and small group instruction will be based on this data.
- Discourse in classrooms will support and promote learning in math. Teachers will provide regular opportunities for students to share and revise their thinking orally through whole class discussion, small group discussion and partner talk during the mini-lesson (turn and talk), as students work in their flexible groups, and during the whole class share.
- K-5 grade level math teams will meet with a math coach once a week to plan math modules aligned with the Common Core Standards and review student work to inform next steps for instruction.
- All teachers will attend ongoing grade meetings on mathematics instruction that focus on the implementation of the common core standards and coherence both within and across grade levels. During these meetings strategic lesson planning will take place utilizing student assessment data
- In school math data will be collected, reviewed and analyzed on a regular, ongoing basis by both teachers and administration using a K-5 math assessment spreadsheet. Data entered on the spreadsheet will include Unit assessment, Performance Task and Math Journal scores.
- ACUITY data will be analyzed regularly to effectively and efficiently track student progress and adjust instructional objectives to meet identified needs of

individual students

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

- Non Title I School
- Substitute Classroom Teachers: Coverage for Training sessions.
- High Quality Professional Development will be provided by Network Instructional Support Team.
- Frequent Instructional Observations with a focus on Teacher Effectiveness that demonstrates knowledge of content and pedagogy.

If other is selected describe here:

Friends of PS166M provide budget for Math Coach, Funding for Supplies.

**Service and program coordination**

- YMCA provides an after school program to students.
- Enrichment after school programs funded by Friends of PS 166M.
- WITTS program for school wide healthy lunch and programs to educate all students in making healthy food choices.
- Vital Theatre Program integrating Social Studies, Theatre and meeting the CCLS in ELA/ Writing/ Speaking and Listening.
- Writopeia program to increase the writing of students in Grade 3.
- Science Support to increase students understanding of hands on science.
- BJ Reads Volunteer Program.
- Learning Leaders in Library to support ELA enrichment.

- Gaynor after School for students at risk to provide support using Foundations for students at risk.

### **TEACHER EFFECTIVENESS ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

By June 2013, 100% of teachers will experience at least three rounds of informal observations with feedback and next steps using selected components of a teacher effectiveness rubric (Danielson/CIE)

#### **Comprehensive needs assessment**

According to the *City Wide Instructional Expectations*, teachers must strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*. Informal observations will increase the rigor in student work and ensure the common core learning standards are being implemented.

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

- Informal observations will take place in order to ensure the common core learning standards are implemented and executed.
- Teacher Feedback from the Informal Observation to Improve Teacher Practice.
- Teachers implement next steps from informal observations into lesson plans in order to ensure curriculum is matched to the common core learning standards.
- Increase the number of Common Core-aligned units that students will experience.
- Involve more teachers in the planning and implementation of Common Core-aligned units.
- Create Teacher Teams to Write Curriculum and Turn Key the Information to Colleagues.
- Include more standards of focus, especially speaking/listening standard 1 and language standard 6.
- Explicitly connect the use of Danielson's *Framework for Teaching* with meeting the Common Core standards by selecting competencies for focus that align to the Common Core and meet the needs of teachers.

#### **Strategies to increase parental involvement**

- School leadership team meetings will inform parents of the City Wide Instructional Expectations.
- Quality teaching; consisting of planning and preparation, classroom environment, and instruction, will be communicated with parents through workshops, PTA and SLT meetings.

#### **Budget and resources alignment**

- Non-Title I School
- Substitute Classroom Teachers: Coverage for Training Sessions
- Ordering Classroom Resources to Increase Learning
- Ordering Classroom Library

**Service and program coordination**

- YMCA provides an after school program to students.
- Enrichment after school programs funded by Friends of PS 166M.
- WITTS program for school wide healthy lunch and programs to educate all students in making healthy food choices.
- Vital Theatre Program integrating Social Studies, Theatre and meeting the CCLS in ELA/ Writing/ Speaking and Listening.
- Writopeia program to increase the writing of students in Grade 3.
- Science Support to increase students understanding of hands on science.
- BJ Reads Volunteer Program.
- Learning Leaders in Library to support ELA enrichment.

**PROGRESS REPORT ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

By June 2013, parents and teachers will demonstrate an increased satisfaction with the school environment, as measured by an increase of .5 for each of the four components of the School Environment Survey component of the NYC DOE Progress Report (Academic Expectations, Communication, Engagement, Safety and Respect)

**Comprehensive needs assessment**

According to the School Environment Survey component of the NYC DOE Progress Report, there is a need to increase satisfaction with the school environment. All parents, teachers and students should feel safe and respected in our school building. Academic expectations must be communicated in order to ensure engagement in all parties involved with our school.

**Instructional strategies/activities**

- Safety drills are conducted regularly.
- Professional Development on Safety Protocols.
- Academic expectations are communicated by the school’s administration weekly in all subject areas.
- School Handbook provided to all teachers to ensure communication of school expectations.
- Monthly meetings with teachers representing grade K-5 to have open dialogue about school wide concerns and next steps.
- School Leadership Team will discuss academic expectations and the minutes will be shared with the staff and parents.
- Grade level teams will meet weekly to ensure communication between grade team members.
- Formal and Informal Observations providing all teachers will feedback on classroom instruction, environment and planning of instruction.
- Teacher will review and analyze data

**Strategies to increase parental involvement**

- Safety guidelines are communicated to parents.
- Parent newsletters are sent out monthly by all classroom teachers to communicate with all families.
- School will assist parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend). Examples include Parent-Teacher Conferences, Curriculum Nights, and presentation by teachers at PTA meetings on topics such as Differentiated Instruction, and common core learning standards.
- Parent workshops will be provided detailing student performance, supplemental resources available, and N.Y.S. Mathematics/ELA requirements and content. Parents will be involved in the Community Building Committee, working alongside members of the RTI team to promote a positive school environment.

**Budget and resources alignment**

- Non-Title I School
- Literacy Consultants to Support Curriculum/Instruction.
- Math Consultant to Support Curriculum/Instruction.

If other is selected describe here:

- Friends of PS166M supporting financing Consultants.
- Friends of PS 166M provide extra support in Test Prep for Grade 4.

**Service and program coordination**

- YMCA provides an after school program to support families and students.
- Enrichment after school programs funded by Friends of PS 166M.
- WITTS program for school wide healthy lunch and programs to educate all students in making healthy food choices and creating positive eating habits.
- Green Wellness Program in School that supports sustainability of resources.
- Anti-Bullying Campaign to support a positive environment.
- Respect for all to create a caring community for all teachers, students and parents.
- Vital Theatre Program integrating Social Studies, Theatre and meeting the CCLS in ELA/ Writing/ Speaking and Listening.
- Writopeia program to increase the writing of students in Grade 3.
- Science Support to increase students understanding of hands on science.
- BJ Reads Volunteer Program.
- Learning Leaders in Library to support ELA enrichment.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **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.

#### **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,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

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

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Guided reading, writing strategies targeting specific skills, interactive writing, word study, Foundations, word wall study, text dependent questioning, close reading of text strategies, shared reading.	SETTS, ESL teacher, IEP teacher, One to one, small group, provide support in classroom (push in), Classroom Teacher small grouping, one to one instruction.	Extended Day, During School Hours, After school test prep.
Mathematics	Math journals, problem of the day, centers to practice multiple skills and use multiple strategies, math manipulative during instruction.	SETTS, ESL teacher, IEP teacher, One to one, small group, provide support in classroom (push in), Classroom Teacher small grouping, one to one instruction.	Extended Day, During School Hours, After school test prep.
Science	Guided reading, writing strategies targeting specific skills, interactive writing, word study, Foundations, word wall study, text dependent questioning, close reading of text strategies, shared reading.	SETTS, ESL teacher, IEP teacher, One to one, small group, provide support in classroom (push in), Classroom Teacher small grouping, one to one instruction.	Extended Day, During School Hours
Social Studies	Guided reading, writing strategies targeting specific skills, interactive writing, word study, Foundations, word wall study, text dependent questioning, close reading of text strategies, shared reading.	SETTS, ESL teacher, IEP teacher, One to one, small group, provide support in classroom (push in), Classroom Teacher small grouping, one to one instruction.	Extended Day, During School Hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Whole School Assembly on anti-bullying, respect for all, celebrating and promoting strengths of students, counseling groups, mediations, leadership activities, read aloud	Small group instruction, one to one interaction, classroom push in for class participation of positive school culture, assemblies with building community, inter-visitation of classes to celebrate	During school hours (8:10-3:07)

	books to provide positive inter relationships with peers, families and communities, games that promote interpersonal relationships among each other, following rules, and school wide positive support with contests.	others and support others in accomplishments,	
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### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

At P.S. 166, we use many strategies and activities to ensure that our staff is highly qualified. We reach out to High Quality universities, network professional developments, our weekly literacy and math consultants, and our own experts inside our school to ensure that all teachers and staff are supported to meet the needs of all students.

Recruitment: We reach out City Universities in New York City including Teacher's College, Hunter College, Bank Street to recruit highly qualified teachers. We create a posting with the criteria that meet the needs of our school such as; ensuring that teachers have knowledge/ experience with the Common Core Learning Standards in ELA and Math. Teachers must have experience in teaching reading, text-dependent questions, teaching writing especially in the areas of opinion, narrative and informational writing. We recruit teachers who have experience with UDL and differentiation.

Retention:

We support teachers with the Danielson rubric by informal observations and constructive feedback in planning an preparation, the classroom environment, and in instruction. We meet weekly to examine student writing and support teachers with writing curriculum. Our math and literacy consultants support our teachers by designing curriculum to meet the Common Core Learning Standards in ELA and in Math. We provide frequent workshops administered by administration in support teachers will small group instruction, setting reading goals, looking at classroom environment to ensure teachers have a print rich environment (charts, vocabulary words scaffolds to instruction.)

Supports:

We regularly send teachers to workshops at Teacher's College Reading and Writing Project, network 607 PDs, RTI intervention workshops and Foundations workshops. We hold in-house professional development on how to use smart boards, looking at Acuity data, examining and reading, writing, and math data to drive quality instruction and inform next steps.

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

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

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

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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;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- be prepared for class with appropriate materials and properly maintain school materials;
- behave in a manner that contributes to a safe learning environment and which does not interfere with the learning of my peers;
- be polite, courteous and respectful towards others regardless of differences;
- behave in a polite, truthful and cooperative manner toward students and school staff;
- bring to school only personal possessions which are safe and do not interfere with learning;
- promote positive relationships with peers;
- 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.

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

Principal <b>Angela Camiolo</b>	Assistant Principal <b>Deborah Forschein</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Deborah Cohen</b>	Guidance Counselor <b>Tene Kelly</b>
Teacher/Subject Area	Parent <b>NA</b>
Teacher/Subject Area <b>Casandra Gregov CTT Grade 4</b>	Parent Coordinator <b>Deborah Markewich</b>
Related Service Provider <b>Abby Castro IEP/SETSS/RTI</b>	Other <b>NA</b>
Network Leader <b>ELmer Myers</b>	Other <b>NA</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>1</b>	Number of certified bilingual teachers	<b>0</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>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>605</b>	Total Number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>4.63%</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. 

#### ELL Identification Process

Our school has a structure in place to ensure that ELLs are properly identified and that parents understand program options for their children. The parents are given a HLIS at registration in English and their native Language. The pedagogue responsible for conducting the initial screening and administering the HLIS is our licensed ESL teacher, Ms. Cohen. Translators are on call to interview in the native language. In addition, the Parent Coordinator, School Family Worker, and Bilingual School Secretary are trained by the certified ESL teacher to aid in the process. A student is considered to have a home language other than English when one question (Part1: questions 1-4) indicates that the student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English. An oral informal interview is given to the parent and child to determine English dominance and the need to move forward with LAB-R testing. The ESL teacher administers the LAB-R to eligible students and for the new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut off scores, the Spanish LAB is administered as well. Our school has procedures in place to ensure that all 4 components of the NYSESLAT are administered. Our licensed ESL pedagogue Ms. Cohen creates a schedule and shares it with the staff a week prior to ensure appropriate schedule changes are arranged and that all students are tested.

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

We have an outreach plan and timeline to ensure that parents understand all three program choices within the first 10 days of school. On the basis of the HLIS and the results of the LAB-R administered by the ESL Teacher, parents of newly enrolled ELLs receive a letter of Entitlement in English and their home language inviting them to come to a school meeting in which the program choices are explained. Follow up phone calls and reminder notes are sent as well as in person visits by the ESL Teacher, Ms. Cohen, at drop-off and dismissal to ensure that parents attend the orientation and return Program Selection Forms. In addition, parents of students who scored at or above proficiency on the LAB-R are sent a Non Entitlement Letter.

Parents are invited to orientation sessions during the first ten days of school. At the session, our licensed ESL pedagogue, Ms. Cohen, provides an overview of Transitional Bilingual Education, Dual Language and Free-Standing ESL. Information is provided in their native language. At that time, they receive a translated brochure, "Guide to English Language Learners" and watch an orientation DVD. Following the orientation sessions placement letters are distributed to parents. Copies of entitlement letters, continued entitlement, non entitlement and parent survey and program selection forms are stored and maintained in an ELL Compliance Binder in room 509A of our licensed pedagogue, Ms. Cohen. In house and over the phone translation services are utilized on an as needed basis.

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

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	0	5	7	0	2	0	0	0	28
Total	21	0	5	7	0	2	0	0	0	28

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

### Programming and Scheduling

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

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

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

Active planning is taking place to ensure appropriate strategy work and differentiation for the various subgroups of ELLs in our school community. Although we have no SIFE or long term ELLs at this time our plan for SIFE and long term ELLs(completed 6 years) is to receive response to intervention academic intervention services in reading, writing and math. Newcomers to our community will have an emphasis on TPR strategies and be given the necessary time to interact with those who are more proficient. In addition, for our ELLs in US schools less than three years, we use Rigby Our Way to English shared reading, song, and vocabulary building kits as well as thematic

## A. Programming and Scheduling Information

teaching to develop an experiential knowledge base. Because NCLB now requires that ELLs will be taking the ELA after one year, we will be providing them with explicit test taking strategies and continue to align instruction with the ELA curriculum. Our plan for our ELLs receiving service for 4-6 years is to analyze their NYSESLAT and benchmark assessment data across content areas and modalities and continue to scaffold their academic learning with ELL best practices in the classroom. Because these students continue to receive services based on on CR part 154 extension of services we closely monitor needs and target Tier II and Tier III instruction with AIS and differentiation within their Special Education Classes.

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

### Courses Taught in Languages Other than English ⓘ

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

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

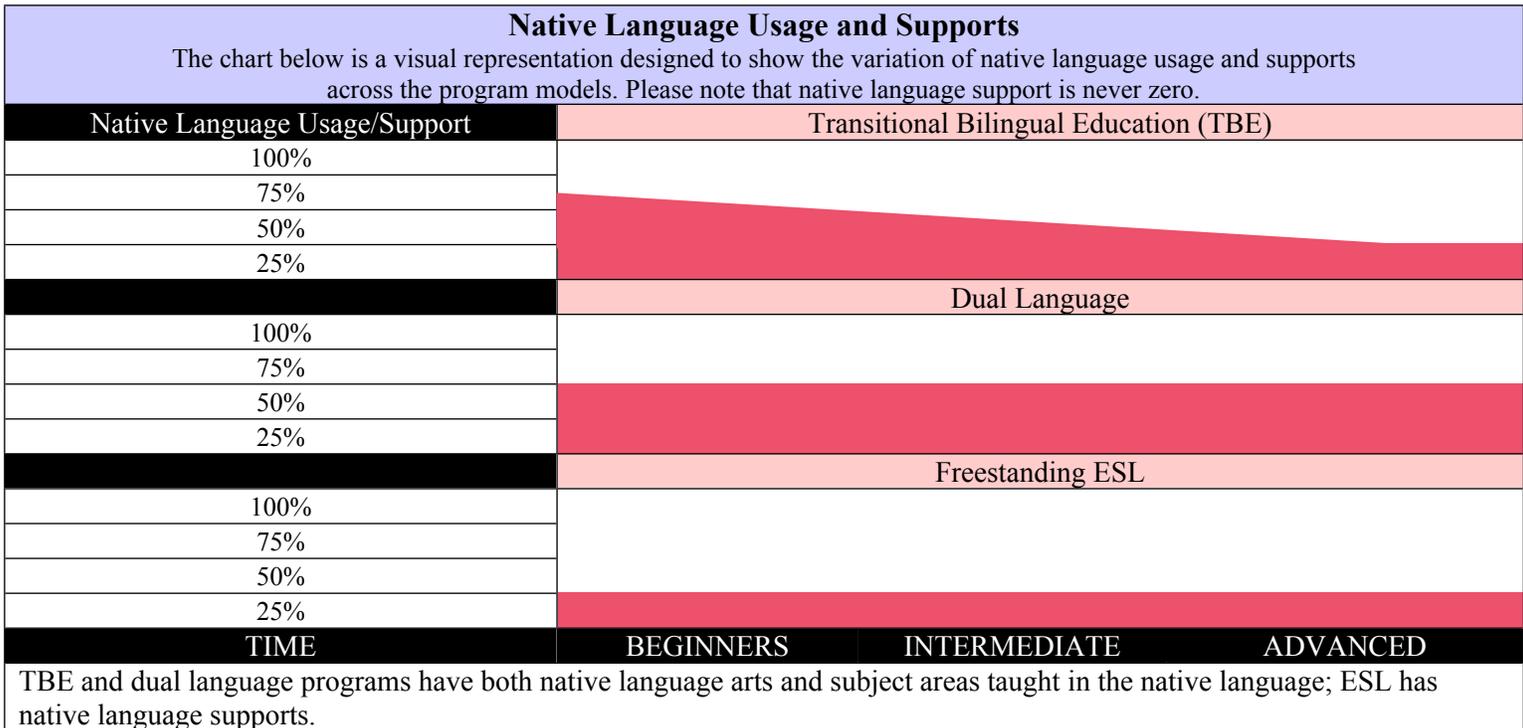
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<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



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

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

#### Programming and Scheduling -continued

Our school offers a range of targeted intervention programs in English for our subgroups of ELLs in ELA, math, and science focusing on ELLs at risk for not attaining one year of value added growth. Targeted intervention services are given to our 4-6 year subgroup of ELLs mainly targeting students in need of extension of services based on CR Part 154. These services include extended day as a TIER 2 intervention. Students work with a classroom assistant and peer tutor as a TIER 1 intervention 2 days a week. In addition in order to help our 4-6 year subgroup who have been designated at risk, the ESL teacher meets with classroom teachers for Professional Development to work on ELL instructional strategies that support students during Literacy Block time. Under the RTI program students are seen in extended day 4 times a week and AIS 3 to 4 times a week as TIER 2 intervention. These ELLs not meeting grade level standards in ELA, Math and Science receive small group extended day work as well as in the Science Lab to reinforce inquiry-based skills. In addition at risk 0 -3 year newcomer first graders and second grader subgroup work with B'nai Jeshurun reading volunteers and may attend the Stephen Gaynor School after school program. Learning Leaders volunteers assist our ELLs in all subgroups with research and book selection in our school library. Our science consultant helps differentiate needs of ELLs across subgroups in the science lab. All ELLs in grades K-5 are invited to attend our after school Title III academy to work on guided reading, writing, and math academic vocabulary as well as integrated science and social studies thematic activities. The above listed range of intervention services offered in our school are offered in English.

Our plan for continuing transitional support of ELLs reaching proficiency on the NYSESLAT for up to two years is to monitor these students at points during push-in group work. They will also be used at times as helpers in partnerships with less proficient students. These ELLs reaching proficiency will continue to receive the accommodation for ELLs on state exams for up to 2 years. Based on results of ongoing classroom assessment data some of these transitional ELLs are invited to our after school Title III ELL academy.

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

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

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

All students including ELLs are invited to participate in our after school enrichment club sponsored by the PTA to provide students with a variety of extracurricular opportunities such as sports, chess and musicals. Appropriate instructional materials are selected to support ELLs across curriculum areas. They are chosen based on the class unit of study calendar for each grade. These materials are chosen when possible to reflect the target culture and are chosen because students can make a connection from the books to their lives. Realia, games, theme kits and picture support are continuously embedded into lessons for content, vocabulary and language support from Rigby and Lakeshore companies. Use of shared reading, poems and songs help our beginning ELLs as well as graphic organizers, differentiated for student need across proficiency levels. Getting Ready for the NYSESLAT and Beyond by Attanasio and Associates are utilized. Technology is infused into the curriculum. Our early grades and Newcomer subgroups are using Kidpix to write reading responses and make maps of the community as well as Starfall program to develop beginning reading skills. If students are writing memoirs they create webs, timelines with history and posters for country research. Kidspiration program is used for creating systematic webs for organizing ideas. Powerpoint is utilized for creating picture books and nonfiction presentations in our 4-6 year subgroup. In addition, FunBrain and Excel are used for Math support differentiated across subgroups and grade levels. The Renzulli Learning program provides differentiated instruction based on the individual student interest and readiness level on the computer. The students also take part in the school wide enrichment module where they are broken up into learning clusters based on student surveys.

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

There are a variety of services available to all of our ELLs if needed to achieve and maintain a satisfactory level of academic performance corresponding to their age and grade level. These include: guidance, psychology, occupational therapy, physical therapy as well as speech and language services and small group instruction provided by a Special Education teacher. ESL students receiving special education services in accordance with his/her IEP are also eligible for ESL services as recommended in the IEP. Service providers work collaboratively with classroom teachers and the ESL teacher to ensure that required services and supports are appropriately aligned corresponding to developmental age levels and grade. Individual target goals are created and monitored to allow for appropriate ELL scaffolds.

All newly enrolled ELL students are invited to attend an informational session as well as a walking tour of the school. In addition, upon arrival into their classroom, new arrivals are paired up with a more proficient buddy to help them acculturate to their new environment. No formal language electives are offered at our school. Parents can opt to sign up their children for a Spanish class as part of the after school enrichment club.

### **C. Schools with Dual Language Programs**

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

### **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.

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

- November 9, 2011– How the NYSESLAT and other assessments help us plan instruction
- December 7, 2011 – Interactive/Expository Writing with ELLs
- January 4, 2012 – Aligning Common Core/ESL standards and bridging the gap for our students
- February 8, 2012– Math and the ELL student
- March 8, 2012 – Thematic units and center activities to meet the needs of ELLs
- April 5, 2012 - Technology and the ELL Student
- May 10, 2012– ELLs and Gifted Education
- June 7, 2012 – Differentiation/RTI and the IEP Student

In addition, staff members attending hours of Professional Development for Title III ELL Academy will receive credit towards Jose P. These Title III content teachers turnkey ELL strategy learning from our eight 1.25 hour Title III PD sessions to colleagues at monthly grade conferences to build capacity and deepen ELL differentiation among teachers, administration and staff. Our diverse LAP team also ensures ongoing ELL learning and updated needs for our students and staff. Our licensed ESL pedagogue, Ms. Cohen maintains records of our Professional development in room 509A. All other teachers and staff maintain their own records of Jose P. hour PD learnings and handouts in individual classrooms and offices.

The Office of English Language Learners offers professional development opportunities for ESL and monolingual staff. These opportunities are posted and emailed to staff. All personal including the assistant principal, ESL teacher/coordinator, common branches teachers, paraprofessionals, guidance counselor, , special education teachers, occupational/physical therapists, speech therapists, secretaries and parent coordinator are included in PD offererings. Staff members are encouraged to participate in these workshops on a rotating basis. At times the ESL teacher is sent to a workshop with another staff member in ensure ELL/content alignment for turnkeying information. Our ESL teacher is also part of our inquiry team where appropriate data and scaffolds are presented to staff members across grade levels. In addition a book called English Language Learners Day by Day K-6- A Complete Guide to Literacy ,Content Area and Language Instruction is being read and discussed during our ELL academy after school professional development study group as well as ongoing topics on differentiation for ELLs from current journal articles. The ESL teacher participates in ongoing school-based as well as Professional development provided by ELL compliance specialists, Protraxx and our LLSO.

The School Leadership, the ESL Teacher and Guidance Counselor support staff to assist ELLs as they transition from elementary to middle school by sharing tips and afterschool summer program opportunities for ELLs on an as needed basis. The Guidance Counselor, Parent Coordinator and ESL teacher meet together to target students that will be good matches for particular middle schools. The ESL teacher shares PD best practice ELL strategies with the Guidance Counselor at RTI meetings, LAP work as well as ongoing articulations about individual students. The Guidance Counselor in turns shares social/emotional transitioning techniques to help students as they transition from one school level to another.

## E. Parental Involvement

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

In order to recognize the importance of family and community involvement in the education of ELLs and strengthen communication with parents, all parents of newly enrolled ELLs are provided with an orientation session on the State standards, assessments, school expectations and a general program description. At this September 2011 meeting, parents were provided with an orientation DVD and materials in their native language to explain and clarify information about services for ELLs. There will also be two additional meetings for parents during the school year. One to present information on helping their children at home in November 2011 and the second on questions concerning curriculum and methodology used with the students and getting ready for ELA and NYSESLAT in March 2012. Translators will be provided during the meetings for parents and all written materials will be in both English and Spanish. Parents of ELL students are invited to meet with their child's teachers regularly. Parent-Teacher conferences are held both during the fall and spring terms. Translators will be available on an "as needed" basis.

Ongoing correspondence with parents also takes place in the form of memos and informational meetings. All parents including parents of ELLs are invited to monthly PTA meetings on various topics. All parents are invited to our Community Building Meetings to plan activities and events that build community.

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	2	0	1	0								6
Intermediate(I)	0	1	3	1	1	0								6
Advanced (A)	5	2	0	1	5	3								16
Total	6	5	5	2	7	3	0	0	0	0	0	0	0	28

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	0	0	0	0								
	<b>I</b>	1	0	0	0	0								
	<b>A</b>	3	2	1	2	0								
	<b>P</b>	0	0	3	5	3								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>	2	0	1	1	0								
	<b>I</b>	2	2	2	1	0								
	<b>A</b>	0	0	1	4	3								
	<b>P</b>	0	0	0	1	0								

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Our school uses Fountas and Pinnell Continuum for Literacy Learning as an assessment tool to key into the early literacy skills of our ELL students used in conjunction with the TCRWP benchmarks for independent reading levels. In addition the ESL teacher supplements with self made modality rubrics based on NYSESLAT goals, rubrics and Our Way to English strategy checklists. In analysis of our ELLs F and P levels, currently we have 5 ELLs at emergent story book level (pre-level A), 4 students at level A, 2 students at level B, 1 student at level C, 3 students at level D, 2 students at level G, 1 student at level H, 1 student at level K, 2 at level L, 1 at level M, 3 at level N, 1 at level P, 1 at Q, and 1 at level T. According to the TCRWP Benchmarks for Independent Reading Levels for September-November, all 6 K students are meeting standards, in 1st grade 3 students are meeting and 2 are approaching, in grade 2, 1 is approaching and 4 are at risk, in grade 3, one student is meeting standard and one is approaching, in grade 4, 1 is meeting, 3 are approaching and 2 are at risk. In grade 5, one is meeting and 2 are approaching standard. 43% of our ELLs are meeting or exceeding standards, 32% approaching and 25% in need of extra support. The students in need of extra support are either in our self contained 12:1:1 class or Collaborative Team Teaching Class with modified criteria due to cognitive and or speech/language impairments. The others in most need arrived to the USA from their country either this year or last. Because these benchmarks correlate to indicators of probable reading success on future state exams, this information is very helpful in forming guided reading groups across proficiency levels and grades as well as for regrouping on an ongoing basis based on need. As we continue to assess these students within the guided reading component of our balanced literacy program we can provide explicit teaching and support for reading increasingly challenging texts. The supplemental formative assessment modalities rubrics help inform us with appropriate scaffolds for individual students in the areas of speaking, listening and writing as well.

The test data across modalities on both the LAB-R and NYSESLAT shows a variety of needs. In K we have 1 Intermediate and 5 Advanced Learners. In Grade one, we have 2 Beginners, 1 Intermediate and 2 advanced. In Grade 2 we have 2 Beginners, 3 Intermediates and 0 Advanced. In Grade 3 we have 0 Beginners, 1 Intermediate and 1 Advanced. In Grade 4 we have 1 Beginner, 1 Intermediate and 5 Advanced and in Grade 5 we 3 Advanced. Of our 28 ELLs, 21 % of our students are Beginners, 21% of our students are Intermediate and 57% are Advanced.

In disaggregation of modalities of the Spring 2011 NYSESLAT in Listening/Speaking (L/S) and Reading/Writing (R/W):

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

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

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

Of our 7 Grade 3 ELLs (now current Grade 4 ELLs), 0 scored Beginner level (L,S), 0 scored Intermediate level (L,S), 2 scored Advanced (L/S) and 5 scored Proficient (L/S), 1 scored Beginner level (R,W), 1 scored Intermediate (R/W) and 4 scored Advanced (R/W) and 1 scored Proficient (R/W).

Of our 3 Grade 4 ELLs (now current Grade 5 ELLs), 0 scored Advanced level (L/S) and 3 scored Proficient level (L/S), and 3 scored Advanced level (R/W).

Our 3rd – 5th graders are mostly advanced and intermediate with the exception of one beginner who arrived last year as a non-reader in both Spanish and English. Our 2nd grade this year has a higher concentration of beginners and intermediate learners. 2 of these are IEP students in our 12:1:1 class, 1 designated as risk for holdover and another brand new to our school this fall. Our K/1 data reveals a similar number of Beginning and Intermediate students with a higher number of advanced students in Grades K. In disaggregation of modalities across grade levels, 11 students scored at proficiency in L/S, but are still ELL status due to lower R/W scores. One of our current ELLs scored proficient in R/W but is still ELL status due to lower L/S scores. Although the total composite scores show inconsistency in levels of modalities across the board, listening and speaking skills in productive and receptive modalities are significantly higher than reading and writing skills. Oracy skills are more developed than literacy skills, but all areas need development.

In order to match instruction based on these findings, the school's LAP and instruction will target our ELLs' needs in both social and academic language. Children's instruction will be supported with ESL methodology as they are engaged in meaningful contextual activities and class projects. Consideration of all modalities is important so that all instruction will allow opportunity to use the four skills. For example, the excellent use of music, poetry, shared reading, guided reading, read-alouds, and phonemic awareness starting in Kindergarten with continuous reinforcement of skills throughout the grades. Discussion in partnerships and hands-on activities using a multisensory approach will help improve productive skills and integrate the modalities. Teacher modeling and think-alouds will help activate prior knowledge and support metacognition. Emphasis on accountable talk will ensure the development of speaking and listening in the academic

setting. BICS and CALP will be integrated. Writing will be supported with immersion in various literacy genres, mentor texts and use of graphic organizers and interactive writing. Continuous vocabulary development will be aided with visual and relia support. Ongoing assessment of learning will be used to help scaffold learning to the next level. In our free-standing ESL model, our instructional focus is on improving academic language skills by continuing to integrate oracy and literacy skills in all lessons.

An analysis of state and city wide literacy and math assessments shows a range of students across grades at and below grade level standards. Of the 7 3rd graders who took the 2011 ELA, 2 ELLs scored at level 1, 4 ELLs scored at level 2 and 1 ELL scored at level 3. Of the 3 4th graders who took the 2011 ELA, 3 ELLs scored at level 2. Our current 5th graders who took the Spring 2011 Science test, 2 scored level 2 and 1 scored level 3.

On the 2010/11 Acutities many students scored in the range of 74% and below. In analysis of the individual testing components in literacy students need development in areas of listening, speaking, reading and writing for critical analysis and evaluation. They need development in areas of comparing and contrasting, vocabulary development, using prefixes and suffixes as well as recognizing story structure. They need development in the areas of using graphic organizers to record significant information from texts, determining author's purpose and understanding the difference between relevant and irrelevant information. They demonstrated more success in summarizing texts and explaining the difference between fact and fiction. In addition making inferences and drawing conclusions is a challenge.

In analyzing results from the Spring 2011 ELL interim assessments patterns of strengths across grades and proficiency levels include following oral directions, matching vocabulary with a picture and making predictions about familiar topics. In grade 3 listening, 7 current ELL students were tested. 1 student scored 40%, 1 scored 70%, 1 scored 80%, 3 scored 90% and 1 scored 100%. In reading, 1 scored 10%, 1 scored 30%, 1 scored 60%, 2 scored 70% and 2 scored 80%. In writing, 1 scored 0%, 2 scored 70%, 3 scored 80% and 1 scored 90%. Areas of need included following multiple oral directions to make text comprehensible from a graphic, formulating and responding to questions to clarify meaning and pronoun usage in possessive form. As a group, all current 5th grade students scored between 80 and 100% range in all modalities on the Spring 2011 ELL interim assessment. Patterns of need from the 4th grade results are in the area of listening attentively to a story scenario choosing correct sentence structure as well as making predictions, inferences and deductions based on an experiential piece. They were successful in recalling details. Areas of strength also include matching appropriate vocabulary and discriminating pronunciation of similar sounds/meaning of words. Areas of need include following oral directions, choosing correct sentence structure and making predictions and inferences.

The NYSESLAT, ELA, Acuity and Interim results appear to correlate where productive skills in oracy and literacy need development. Students will be given opportunities to work in cooperative groups to collaborate, use accountable talk and try out strategies introduced in teacher mini lessons. Students need tools in building schema, making analogies, frontloading of vocabulary and scaffolding writing assignments in order to tackle the standard grade level work in reading and writing skills.

Of our 7 3rd graders who took the 2011 NYS Math Exam, 1 scored at level 1, 2 scored at level 2 and 4 scored at level 3. Of our 3 4th graders who took that 2011 NYS Math Exam, all 3 scored at level 2. Patterns across content strands reveal that these students need help with number sense and operations, math reasoning, modeling and probability. On the Math Acuity many students scored in the 74% and below range. Patterns reveal that students need development in place value and estimation and show strengths in the areas of measurement, reading and writing whole numbers and graphing. In our Free Standing ESL model students will be improving reading comprehension through teacher modeling of metacognitive strategies. Attention will be given to providing math academic vocabulary support with terms step by step procedures for problem solving as well as basic math fact fundamentals. We will continue to use the Pearson Language of Math Program we started with our Grade 3 ELLs last year which will continue to develop Math Academic Language needed to tackle word problems as shown on our improved Math scores this year.

None of the students took the test in their native language and therefore we cannot compare results. Students were provided with appropriate test modifications for the content area exams which included bilingual glossaries and side by side native language exams when available.

The ELL interim assessment is a formative assessment that helps guide our instruction. Although many students have been scoring above 70%, common areas of challenge include predicting and inferencing, using correct sentence structure and responding correctly to listening scenarios without a graphic. We must continue to provide experiential knowledge, vocabulary building and work in varying genres to build academic language and tools necessary to work towards proficiency.

The School Leadership and teachers are examining the results of the four modalities of the ELL interim assessments as a way to drive instruction. We work collaboratively on strategies to help ELLs. We continue to work on aligning ELA Common Core and ESL standards and work together to help children bridge the gap.

We evaluate the success of our programs for ELLs by using formative and summative assessments and analyzing results on the NYSESLAT and other exams. On the Spring 2011 NYSESLAT specifically, we had 9 students reach proficiency, 8 students increase their level of proficiency, 4 score advanced for 2 consecutive years, 1 score intermediate for 2 consecutive years, 1 score beginning for 2 consecutive years and 1 student slipped down a level. In a deeper analysis this year we found that 2 of our students although not increasing a full proficiency level met their Annual Measurable Achievement Objective by increasing at least 43 points in one combined modality. Many of this year's students who did not increase proficiency levels are IEP students and designated at risk students that we will look more closely at aligning their goals and service needs to further help reach proficiency. We set learning targets and interim goals for each child in order to closely monitor their progress throughout the year.

### Additional Information

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

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

## Part VI: LAP Assurances

**School Name:** 166

**School DBN:** 3M166

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

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

**School Name: 166**

**School DBN: 3M166**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 607      **Network:** 607

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

Our school keeps on file updated blue student emergency cards with a current record of the primary language of each parent. In addition, we keep on file a list of all parents requiring language assistance in order to communicate effectively regarding their child's education. Our school provides translation and interpretation services to all parents who require language assistance in order to communicate effectively about their child's education. Parents are provided with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Signs are also posted on the first floor of our school in multiple covered languages indicating the availability of interpretation services. In addition, we post signs for ARIS assessment documents and translated report cards on an as needed basis. For general assistance and more information we have a WELCOME to the 2011-2012 school year sign posted at the front of the school in multiple languages with contact information for our Parent Coordinator and District Family Advocate. We compiled a list of Bilingual staff available for translation, which is kept on file in the Parent Coordinator's office.

