



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S.166M THE RICHARD RODGERS SCHOOL OF ARTS AND TECHNOLOGY

DBN (i.e. 01M001): 03M166

Principal: DEBRA MASTRIANO

Principal Email: DMASTRIANO@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: ELMER MYERS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Debra Mastriano	*Principal or Designee	
James Fama	*UFT Chapter Leader or Designee	
Jennifer Hogan Murphy Liz Wedlan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dympna Gallagher	Member/ Parent	
Sara Leopold Spinnell	Member/ Parent	
Stacey Ingebritson Shapiro	Member/ Parent	
Stacy Boccabella	Member/ Parent	
Nadine Kornreich	Member/ Teacher	
Kathleen Mainhart	Member/ Teacher	
Manber Gurion	Member/ Teacher	
Derek Brunn	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of K-5 teachers will implement a fully aligned common core ELA curriculum according to the City Wide Instructional Expectations.

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.

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. In addition, after examining student work across grades, it is evident that there is a need for stronger Common Core alignment in order to increase students close reading, using evidence in text to support their main ideas in writing. We also have identified a need to continue to increase teacher ability to analyze data to drive instruction.

Instructional Strategies/Activities

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

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

1. Grade Collaborative Teacher Teams meet weekly to collaborate on units of study planning to develop differentiated strategies to increase student progress and results. Teachers will use a variety of resources to develop CCLS aligned ELA curriculum including Teacher College Reading and Writing Project, Common Core Library, Foundations and student assessment data.
2. A partnership with Teachers College Reading and Writing Project (TCRWP) provides multiple opportunities for PD including TCRWP workshops (40 workshops, TCRWP Lead Teacher series, TCRWP Specialist series, TCRWP Leadership series and Saturday Reunions (150 workshop opportunities))
3. Two TCRWP ELA staff developers (one dedicated to K-2 and the other 3-5) provide 3 cycles of professional development for teachers including unit planning, differentiation, and teachers observing TCRWP staff developers modeling CCLS aligned curriculum.
4. Participation in the TC Specialist Series allows administration and staff to select a focus, targeted staff development. Two TCRWP Specialist (one dedicated to K-2 and the other 3-5) will visit the school twice a year to provide focused professional development in the form of grade level PD, modeling a lesson and a debrief.

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

1. All teachers in grades K-5, ELL, SETTS and administration
2. Administration and select teacher will attend TCRWP PD to Enhance Professional Practice and will turnkey information to staff as part of the TCRWP Leadership series
3. All teachers grades K-5, ELL and SETTS teachers
4. All teachers grades K-5, ELL and SETTS teachers

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

1. Assessment data is collected and analyzed via pre and post unit on-demand writing assessments, TCRWP Assessment Pro to evaluate success of units of study and plan next steps
2. Agenda, sign-in sheets and turn-key documents
3. Agenda, sign-in sheets
4. Agenda, sign-in sheets

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

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014

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

1. Collaborative planning periods are embedded into the weekly schedule
2. Collaborative planning periods are embedded into the weekly schedule
3. Schedules are organized and substitute teachers are scheduled to ensure that teachers have time to attend outside professional development
4. Schedules are organized and substitute teachers are scheduled to ensure that teachers have time to participate in in-house professional development

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).

PS 166M will provide support to parents in understanding in the NYS Common Core Standards, NYC School Progress Report, and NYS Individualized Students Reports for standardized assessments in English Language Arts, Mathematics and Science, Teachers College Pro Assessments. We will provide parent workshops on the Common Core Standards and how parents

can support their children at home. We will also provide parents with the tools and strategies with reading at home. The parent coordinator will also provide a workshop with the Technology Teacher on how to navigate the ARIS Parent Link through Parent Workshops. Parents will attend TCRWP parent workshops in reading and writing to support their children at home and gain a greater understanding of how the standards are implemented into an English Language Arts Curriculum.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Non-Title 1 School -Friends of PS166M / Parent Association Funding of TCRWP.										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100 % of teachers will implement a fully aligned common core Math curriculum according to the Citywide Instructional Expectations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After conducting our needs assessment, we determined that our students need to increase their achievement on the New York State Math exam. According to the NYS assessment data from 2013, there is a need to improve the number of students at or above proficiency levels in our school. There are 40% 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 in order to increase mathematical practices.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> All K-5 teachers will meet weekly to develop and implement the CCLS aligned math unit of study planning to develop differentiated strategies to increase student progress and results utilizing resources including EngageNY- A Story of Units, Singapore Math, Go Math and student assessment data. Teachers create daily Math Journal Tasks will provide many opportunities for students in grades 1-5 to organize and record their mathematical thinking and work. Teachers will model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others. Weekly differentiated math professional development activities provided by a DOE approved Math Consultant support teachers in grades K-5 with the development and implementation the Math curriculum.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> K- 5 teacher teams, Math Consultant, and administration K-5 teacher teams, Math Consultant K-5 teacher teams, Math Consultant
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Review of units of study and implementation by administration and student progress based on analysis of data included (unit assessments - initial mid and end, mid-year and formative and summative assessments throughout the year) Review of Math Journal Tasks with support of administration and math coach. Formal and informal evaluation of student progress based on analysis of student work including the Math Journal Task. Sign in Sheets and Agendas
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2013- June 2014 September 2013- June 2014 September 2013- June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Collaborative planning periods are embedded into the weekly schedule - Math Consultant paid for by Friends of PS 166

2. Collaborative planning periods are embedded into the weekly schedule - Math Consultant paid for by Friends of PS 166
3. Collaborative planning periods are embedded into the weekly schedule - Math Consultant paid for by Friends of PS 166

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).

- CCLS parent workshop was given about mathematics across all grades K-5 by our math coach, teachers and administrators.
- 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 Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

Math consultant paid for by Friend of PS 166

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of teachers will participate in professional development centered on the Danielson Framework for Teaching to actively support teacher growth as measured by the Danielson HEDI scale.

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.

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 and formal observations will increase the rigor in student work and ensure the common core learning standards are being implemented.

Instructional Strategies/Activities

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

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

1. Administration and teachers will attend and turnkey Network 607 professional development focused on Danielson Framework for Teaching
2. Network 607 staff and NYC DOE Talent Coach will provide Professional Development to PS 166 teachers and administrators on topics related to Danielson Framework for Teaching
3. Administration provides PD on topics focused on the Framework for Teaching based on data from observations input into Advance
4. Teachers will attend and turnkey citywide professional development provided by the Danielson Group

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

1. Administration, select teachers to attend. All teachers will participate
2. Administration, Network 607, NYC DOE Talent Coach and all teachers and staff
3. Administration and all teachers
4. Select teachers to attend. All teachers will participate.

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

1. Agendas, sign-in sheets and turn-key documents
2. Agendas, sign-in sheets and turn-key documents
3. Agendas, sign-in sheets
4. Agendas, sign-in sheets and turn-key documents

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

1. September 2013- June 2014
2. September 2013- June 2014
3. September 2013- June 2014
4. September 2013- June 2014

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

1. Schedules are organized and substitute teachers are scheduled to ensure that teachers have time to attend outside and in-house professional development
2. Schedules are organized and substitute teachers are scheduled to ensure that teachers have time to attend outside and in-house professional development
3. Schedules are organized and substitute teachers are scheduled to ensure that teachers have time to attend outside and in-house professional development
4. Schedules are organized and substitute teachers are scheduled to ensure that teachers have time to attend outside and in-house professional development

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).

N/A

Budget and Resource Alignment

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

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

MOSL Funding

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, teachers will demonstrate an increased satisfaction with the school environment specifically regarding the second component - *communication*.

Comprehensive Needs Assessment

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

After analyzing results from our 2013 Learning Environment Survey, our parents and teachers reflect that our school has high expectations for students. Our results show a need for increased communication between teachers and administration.

Instructional Strategies/Activities

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

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

1. Monthly School Consultation meetings composed of administration and 1 representative from each grade grades level. These meetings create a forum for discussing school wide concerns and next steps.
2. Weekly Teacher Newsletters that includes a calendar of current and upcoming events and reminders school wide expectations
3. PS 166 school community will come together to revise the school's mission statement and discuss how to move towards that
4. Monthly Staff meetings are dedicated to addressing matters related to instruction goals and coming together as a school/grade to develop strategies to meet those goals

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

1. Administration and 1 representative from each grade level
2. Administration
3. Administration, School Consultation Team, all teachers and staff

4. Administration and all teachers and staff
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Agendas and sign-in sheets 2. Quarterly, anonymous surveys via Survey Monkey to measure teacher satisfaction of communication 3. Agendas and sign-in sheets 4. Agendas and sign-in sheets and quarterly survey
4. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014 2. September 2013-June 2014 3. February 2014 4. September 2013-June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Meeting occur before school 2. N/A 3. During SLT, Monthly Consultation, Monthly Staff Meeting 4. Meetings occur before school

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).
Teachers and administration will present the mission to the SLT

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
5.

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

1.

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).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Guided reading, Close reading, interactive writing,	Small group, one-to-one,	During the school day
Mathematics	Math journal tasks, performance tasks	Small group, one-to-one	During the school day
Science	Enrichment hands on activities, content guided reading	Small group, one-to-one	During the school day
Social Studies	Content guided reading	Small group, one-to-one	During the school day
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Wilson, Foundations, Raz-Kids computer program	Small group, one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 166
School Name Richard Rodgers School of Arts and Tech		

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

Principal Debra Mastriano	Assistant Principal Meghan Burns
Coach	Coach
ESL Teacher Deborah Cohen	Guidance Counselor Colleen Miller
Teacher/Subject Area C. Gregov/Grade 2 CTT	Parent
Teacher/Subject Area	Parent Coordinator Deborah Markewich
Related Service Provider A. Castro/RTI/IEP	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	590	Total number of ELLs	35	ELLs as share of total student population (%)	5.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	4	4	4	4	4	4								24
Pull-out	4	4	4	4	4	4								24
Total	8	8	8	8	8	8	0	48						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	28		4	7		3				35
Total	28	0	4	7	0	3	0	0	0	35

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	1	3		1								14
Chinese	1		1	1										3
Russian		1												1
Bengali														0
Urdu		1												1
Arabic				1	1									2
Haitian														0
French														0
Korean		1												1
Punjabi														0
Polish		1												1
Albanian		1												1
Other	4	1	4		1	1								11
TOTAL	11	9	6	5	2	2	0	0	0	0	0	0	0	35

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	5		1	1								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	4	1		2	1									8
Advanced (A)	13		3	1										17
Total	19	2	8	3	2	1	0	0	0	0	0	0	0	35

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses TCRWP- Teachers College Reading Writing Project school-wide. In addition the ESL teacher supplements with teacher made modality rubrics based on NYSESLAT goals, common core standards and Our Way to English strategy checklists. In analysis of our ELLs' Reading levels, based on end of year 2013 data currently we have 1 student at level B, 2 students at level C, 3 students at level D, 2 students at level E, 1 student at level F, 1 student at level G, 1 student at level J, 1 student at level K, 1 at level L, 1 at level M, 2 at level N, and 1 student at level O. According to the TCRWP Benchmarks for Independent Reading Levels for April-June, of the 16 current ELLs represented in the data, our 2 K holdovers are meeting standards, in 1st grade 2 students are meeting and 4 are approaching, in grade 2, 1 is approaching, in grade 3, two students are meeting standard and two are approaching. In grade 4, 2 are approaching and one student is at risk. This student at risk is a holdover in our 12:1: class. In grade 5, our one student is at risk. This student transferred to our school last year from a bilingual Collaborative Team Teaching Class with modified criteria due to cognitive and or speech/language impairments. 38% of our ELLs are meeting or exceeding standards, 50% approaching and 12% in need of extra support. 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The test data across modalities on both the Fall 2013 LAB-R and Spring 2013 NYSESLAT shows a variety of needs. In K we have 5 Beginners, 1 Intermediate and 5 Advanced Learners. In Grade one, we have 1 Beginner and 8 advanced. In Grade 2 we have 5 Beginners, 1 Intermediate and 0 Advanced. In Grade 3 we have 0 Beginners and 3 Advanced. In Grade 4 we have 1 Beginner, 2 Intermediate and 1 Advanced and in Grade 5 we have 1 Beginner and 1 Intermediate. Of our 35 ELLs, 26 % of our students are Beginners, 14% of our students are Intermediate and 50% are Advanced. Our multi-level ELLs this year are dispersed among the grades. 9 of our 13 beginner ELLs are new arrivals to the country and two of the other four are K students. 4 of our 5 Intermediate ELLs are IEP students who will be reviewed with the new ELAND process due to a disability that affects communication skills that prevents him and her from scoring proficient on the NYSESLAT. Our 17 remaining advanced students are mainly in 1st, 3rd and 4th grades.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Disaggregation of NYSESLAT Modality Analysis broken down into Listening/Speaking(L/S and Reading/Writing(R/W) has not been made available for the new 2013 NYSESLAT. Based on raw scores from the NYSESLAT in Listening, Speaking, Reading and Writing across grades we found inconsistency in students' modality scores at or close to proficiency level in one particular modality area. Many children across grades K to 4 reached proficiency in one or more modalities but are still ELL status because of not reaching proficiency in all modalities. Patterns across the board reveal 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 especially for our new arrival group of 9 students in the beginning stage of language acquisition.

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. LAB-R and NYSESLAT scores are analyzed. Teacher made rubrics aligning stages of language acquisition development, NYSESLAT goals and common core standards are given at benchmark interim points in the year. The ESL teacher along with classroom teachers set target goals in all modalities and monitor progress throughout the year. Children's instruction will be supported with ESL methodology as they are engaged in meaningful contextual activities and class projects. The 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.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

On the 2012/13 Diagnostic acuties students scored in the range of 50% 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 common core standard development in writing informational explanatory texts, comparing and contrasting and command of conventions of standard English grammar and usage. Finding the meaning of general academic/domain specific words or phrases was also a challenge. 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 2013 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, 3 current ELL students were tested. 1 student scored 80%, 1 scored 60%, 1 scored 50%. In reading, 1 scored 80%, 1 scored 70%, 1 scored 60%. In writing, 1 scored 100%, 1 scored 90%, 1 scored 80%. 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. Our current 5th grade students scored between 80 and 100% range in all modalities on the Spring 2013 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 and choosing correct sentence structure.

The NYSESLAT, ELA, Diagnostic 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 three current ELLS 4th graders who took the 2013 NYS ELA Exam, 3 scored at level 1. Of our 3 current 4th graders who took that 2013 NYS Math Exam, these students scored level 1. Of our 2 current 5th graders who took the NYS ELA exam one scored a 2 and the other a 1. Of our 2 current 5th graders who took the NYS Math exam one scored 2 and the other 1. Patterns across content strands reveal that these students need help with number sense and operations, math reasoning, modeling and probability. On the Math Diagnostic the students scored in the 50% 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 investigate the Pearson Language of Math Program this year which will continue to develop Math Academic Language needed to tackle word problems.

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. None of our current ELLs took the tests 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school uses data for ELLS to guide instruction within the RTI framework. Our RTI team meets weekly in order to implement effective interventions for students including struggling language learners. Our school has implemented an RTI action plan using research based programs. Teachers provide 3 Tiers of Instructional Support. Teachers provide Tier I Core Instruction – Rigorous and

evidence base curriculum, including English language development for ELLs serving 80% of students' needs. Tier II Double Dose of Instruction – Extra attention, activities and experience targeted to specific students in addition to core instruction serves about 5-10% of students. Tier III Intensive Intervention – Intensive and individualized instruction (small group or 1:1 serves about 1-5% of students. A progress monitoring form is given to all teachers to collect data to make decisions about changes in goals, instruction and/or services; as well as whether to consider a referral for special education services. For our ELLs specifically the expected rate of the ELL's progress takes into account language development and background.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Each child's second language acquisition is considered in all instructional decisions.

The school's LAP and instruction targets our ELLs' needs in both social and academic language in their L2. LAB-R and NYSESLAT scores are analyzed. The ESL teacher along with classroom teachers set target goals in all modalities and monitor progress using school based and teacher made ELL assessments throughout the year keying into each child's development of levels of language acquisition. Children's instruction will be supported with ESL methodology as they are engaged in meaningful contextual activities and class projects. As teachers we build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie. For example, a Spanish-speaking child struggling with the vocabulary of English school texts might have a well-developed Spanish vocabulary, at least conversationally. With an understanding of this child's linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in Spanish to support her English reading comprehension. In addition, the 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.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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 2013 NYSESLAT specifically, we had 10 students reach proficiency, 2 students increase their level of proficiency, 4 score advanced for 2 consecutive years, 2 score intermediate for 2 consecutive years, no students score beginning for 2 consecutive years and 1 student slipped down a level. In a deeper analysis this year we found that 4 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 on the 2012 NYSESLAT . 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.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 called on 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 (Part I: questions 1-4) indicates that the student uses a language other than English and two questions (Part I: 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.
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.
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 at drop-off and dismissal to ensure that parents attend the orientation and return Program Selection Forms. In addition, parents of students who scored at or above proficiency on the LAB-R are sent a Non Entitlement Letter. Parents are invited to orientation sessions during the first ten days of school. At the session, they are provided with an overview of Transitional Bilingual Education, Dual Language and Free-Standing ESL. Information is provided in their native language. At that time, they receive a translated brochure, "Guide to English Language Learners" and watch an orientation video on the computer. Parents are given the opportunity to ask questions. After they select the program for their child we let them know that we only offer Freestanding ESL in our school. Parents are informed about their right to transfer their child to a school that does offer their first choice. Parents are informed that since our school does not offer bilingual or dual language programs and assist them in finding another school with the appropriate program choice if needed. As per CR Part 154, as amended by the ASPIRA Consent Decree, it will be required that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades. Ongoing meetings are scheduled with the ESL teacher and Parent Coordinator as students are newly admitted throughout the year. Translation services are available for parents as needed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned and secured. The ESL teacher ensures that all parent survey forms are submitted in a timely manner. The ESL teacher fills out the entitlement letters and survey forms and gives them to each child. She also fills out continued entitlement letters, nonentitlement letters, and nonentitlement transition letters. Copies of all letters are secured in a binder clearly marked ESL compliance documents. Each family is given a phone call to let them know the documents are on their way. The ESL teacher also explains the letter and survey form in the phone conversation to avoid any confusion from the form and letter being sent. Families come to the orientation in the first ten days, the forms are filled out together and the forms are secured /stored in the ELL compliance binder in rm 509A. In addition copies of letters and forms are made so there is a duplicate for the child's cumulative record. Our school has not yet experienced an unreturned parent survey form, but if in the future a parent survey form is not returned then the child by default would be placed in a Transitional Bilingual Education program that can accommodate their home language as per CR part 154 or at minimum ESL services.
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.

The criteria used to place an identified ELL student in our ESL instructional program is based on parents' choice as per CR Part 154. The parents are well informed of their choices. Parents are explained their program options verbally and by video. Translators are available upon request to ensure that they are provided with information in the native language. We fill out the program selection form

together. At this time, once they choose the program they fill out a log to show their attendance. They are then given a confirmation letter of placement in the chosen program. In our school parents of former ELLs are also introduced to new ELLs in order to help parents address any questions or concerns and build a strong parent community. Parents are provided with adult English language learning sites with the New York City area. When parents of ELLs are in need of consultations with the ESL teacher or the classroom teacher all necessary arrangements for translation are made available if needed. Parents communicate with teachers by phone, written note and in person.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The 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. All students who are ELLs take the NYSESLAT. A letter is sent to parents of each ELL informing them of the test and its sections. Parents are reminded that attendance is important as the child's score will determine their placement in the fall and if one section is missed the test will be invalid. The ESL teacher gives a parent workshop providing information about dates and sections. The ESL teacher makes a schedule of who will be tested and when and distributes it to the school community. Students are also aware of the significance of the assessment. The students are divided by grade and tested according to IEP testing modifications. Test sections are given by modality. A pedagogue is chosen to give the Speaking section while the ESL teacher simultaneously scores it. Ample time is given so that make up dates are available to ensure that all sections are given to each child as even if one section is missed the score will be invalid. Directions given in the NYSESLAT Administration guide are clearly followed to ensure proper procedure and test security. Tests are secured in a locked closet, making sure that security procedures and designated security signatures are recorded during testing.

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

After reviewing the Parent Survey and Program Selection forms for the past few years 2007 – current Fall, 2013, 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The staff works together to organize their schedules to meet the needs of the ELLS. The needs of a beginner, intermediate and advanced ELL are met by ensuring that both the push in and pull out model are enforced in order to meet the required 360 minutes per week mandated by CR Part 154. All beginning and intermediate students receive 360 minutes of ESL instruction per week. Advanced learners receive 180 minutes of ESL instruction per week. 180 minutes of ELA instruction for these advanced students is provided in their classroom during literacy block time. The ESL teacher balances push in pull out work with in the framework of an 8 period day to ensure 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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Planning and instruction continues to be aligned with ESL/ELA common core learning standards and aligned with classroom literacy units of study. Differentiation of student needs is taken into account. Students demonstrate learning through ongoing observation, assessments as well as utilizing rubrics and class projects. The ESL teacher scaffolds instruction using ESL methodology in English in the context of the balanced literacy instructional approach in order to make content comprehensible to foster and enrich language development and meet the demands of the Common Core Learning Standards. 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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. After using the LAB-R and NYSESLAT for beginning target goals, the ESL teachers sets target interim goals throughout the year. She has created teacher made assessments for Listening, Speaking, Reading and Writing with the use of NYSESLAT goals and rubrics as well as the Common Core Standards. Now that the new NYSESLAT has been implemented she is in the process of updating rubrics to align assessments with current testing. Students set their own goals in all four modalities and monitor their progress in each three times a year. In addition students are involved in class discussions during read aloud and group discussions with their peers and during these discussions listening skills are evaluated and data is recorded. Formal and informal assessments in spelling and writing are maintained and analyzed in order to make effective and meaningful decisions when planning next steps. Depending on the lessons

taught during units of study, ELL students are prompted to write monthly pieces during classroom time- On demand writing is administered and compared to prior months in order to assess growths and challenges.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 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 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 RTI, AIS and differentiation within their Special Education Classes. 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 teacher 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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

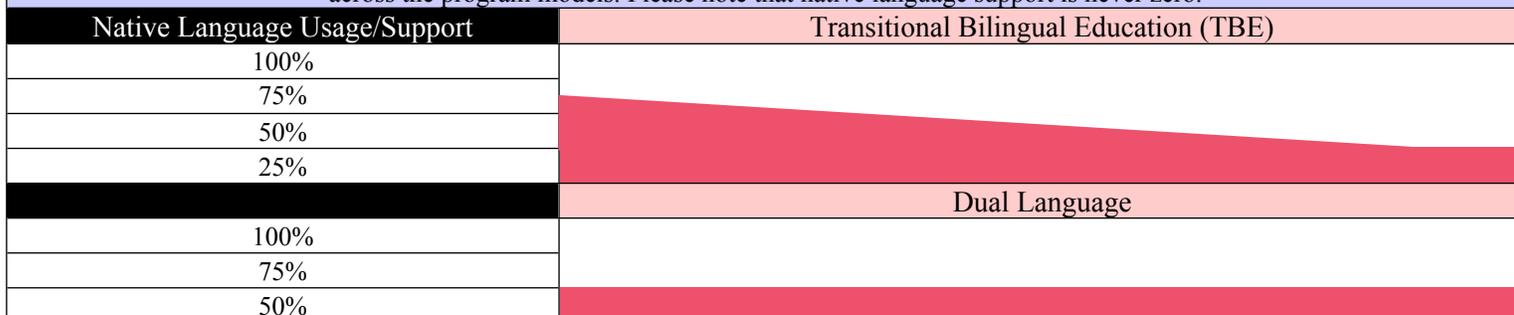
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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 3 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.

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

The effectiveness of our current program stems from the ESL and classroom teachers being flexible and fluid in balancing the push-in pull out models. The teachers collaborate and meet for curricular alignment. The ESL teacher works to meet each child or group of children at the appropriate instructional guided reading level to scaffold content area instruction as well as build language development.

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

New programs being considered for the 2013-14 school year is the Metropolitan Opera Guild. This year our school also has become a Teacher College Reading Writing Project School.

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

The Grade 3 Writopia program was cancelled this year in order to have more focus on new learning from the TC model.

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

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 an Engage NY Math Curriculum across all grades. 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, as a supplement we are using the city's recommended program Go Math to further differentiate for our students. 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, Chess in the Schools Program, Wellness in the Schools Program, the American Museum of Natural History, the Horticultural Society, and Learning Leaders in the Library- 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.

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

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 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 addition, FunBrain and Excel are used for Math support. 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.

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

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. Technology programs are also being investigated. Parents are encouraged to share books from home in the native language after reading them with their children.

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

There are a variety of services and resources 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. Developmental age appropriate materials are ordered for ELLs who require it.

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

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. We also introduce newly enrolled ELLs and their families to current families who speak the same language in order to create a school buddy and parent support system if the family with the same language expresses interest. New parents also receive a school handbook and PTA calendar.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

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

NA:

C. Professional Development and Support for School Staff

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

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 18, 2013– How the NYSESLAT and other assessments help us plan instruction

December 16, 2013 – Interactive/Expository Writing with ELLs

January 14, 2014 – Aligning Common Core/ESL standards and bridging the gap for our students

February 11, 2014– Math and the ELL student

March 11, 2014 – Thematic units and center activities to meet the needs of ELLs

April 15, 2014 - Technology and the ELL Student

May 20, 2014– ELLs and Gifted Education

June 10, 2014– Differentiation/RTI and the IEP Student

In addition, staff members attending hours of Professional Development for Title III 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 personnel 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 rotatiing basis. At times the ESL teacher is sent to a workshop with another staff member to 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 fby 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 The Office of English Language Learners, ELL compliance specialists as well as Teachers College Ongoing PD. She keeps up with current professional readings from the IRA and shares learnings with staff regularly via email and/or dialogue.

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 turn shares social/emotional transitioning techniques to help students as they transition from one school level to another.

D. Parental Involvement

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

In 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 2013 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 2013 and the second on questions concerning curriculum and methodology used with the students and getting ready for the ELA and NYSESLAT in March 2014. 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 ELLs are invited to events and workshops throughout the year. For example, Fall Fest, Principal's Tea, Monthly PTA Meetings on selected

topics. All parents are invited to our Community Building Meetings to plan activities and events that build community. In addition ELL Families are invited to workshops on ELL Topics and Strategies to help at home. They are also invited to an ELL Academy Culmination Party to celebrate children's work throughout the year. 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. When the school receives flyers about pertinent community workshops for ELL families, we distribute them to ELL parents in translated languages.

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. Our parent coordinator, Deborah Markewich is available daily in her school office and via email or phone. A welcome poster is readily displayed from the Translation and Interpretation Unit with the contact information details.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Mastriano	Principal		1/1/13
Meghan Burns	Assistant Principal		1/1/01
Deborah Markewich	Parent Coordinator		1/1/01
Deborah Cohen	ESL Teacher		1/1/01
	Parent		1/1/01
Cassandra Gregov	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Colleen Miller	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Abigail Castro	Other <u>RTI/IEP</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

Written translation communicated in letters and memos will be provided by in-house Spanish bilingual staff members. In addition, parent volunteers will be called upon for written translation of school correspondence on an as needed basis to ensure 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 ensure 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 teacher's 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 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 2013-2014 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.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: 166	DBN: 03166
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Approach: Small group instruction

Schedule/Duration: after school 3:20 pm to 4:35 pm, 1.25 hours, one day per week. Tuesdays-February 2014-May 2014.

Subgroups/Grade Levels/Number of Students: 36 K-5th grade students grouped by proficiency level, grade, TCRWP assessments, informal assessments and judgment. All current ELLs will be invited to participate as well as some former ELLs who have tested out of the program in the spring 2013 NYSESLAT. These students although they have reached proficiency may require support as this is their first year as former ELLs.

Number/Types of certified Teachers: 1 certified ESL teacher and 3 with Elementary Special Education/Common Branch Certifications. The Title III trained ESL study group teachers will work in small groups and the certified ESL teacher will rotate with the other 3 teachers. Our program will follow a Collaborative Team Teaching Model. This way the students will receive the content from the experts along with the ESL teacher providing the strategies to make the content comprehensible to the students.

Types of Materials- National Geographic Literacy based programs that include leveled text will develop students' reading, writing, listening and speaking levels. ChromeBooks, a technology piece will be added to deepen differentiation for interactive small group instruction to address multisensory modality work. Technology component is also for internet research and inquiry on theme topics being investigated. Scaffolding Comprehension Toolkit for ELLs Extension to Support Content Comprehension will be added to support in house best practice material.

Measurement and Assessment Indicators: TCRWP, State tests such as ELA and NYSESLAT, ELL interim

Part B: Direct Instruction Supplemental Program Information

assessments, City/State Math Exams as well as teacher made assessments.

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

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

Part C: Professional Development

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

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

Begin description here:

Rationale, teachers to receive training, schedule and duration, topics to be covered, name of provider

To continue the focus of our LAP of developing the four modalities and help increase knowledge of supporting our ELL students across subgroups, we will hold an ongoing study group using English Language Learners Day by Day K-6 by Christina Celic. Topics to be covered include setting up a classroom for ELLs, integrating literacy and content area instruction, teaching academic language through the curriculum and differentiated instruction with ELLs. In addition, selected content from Guided Comprehension for English Learners by Maureen McLaughlin and current articles from the International Reading Association journals on differentiating instruction for ELLs will be used for reflection and discussion. The four Title III teachers will be invited to participate for per session rate. A copy of the book will be supplied to each teacher as well. Projected dates will be 3/14, 4/4, 4/25, 5/9. The group will meet for one hour at a time. The Professional Development and Instruction will be facilitated by Ms. Cohen, our certified ESL teacher. As a culmination activity participants will create an information booklet highlighting strategies and activities to support Title III instruction and learning. Study Group teachers will turn key information during common prep/staff meetings. This new learning will enhance our existing Professional Development.

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

Part C: Professional Development

improve instruction.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

In order to recognize the importance of family and community involvement and reach out to parents, we will be holding two 1 hour workshops to help parents with strategies to support their children at home as well as familiarize them with alignment of ESL and Common Core State standards for ELA. The other will be a hands -on culmination activity ceremony sharing and celebrating student work. The workshops will be led by our ESL certified teacher, Ms Cohen. Proposed dates will be 2/28, 2014 and 5/30, 2014. Parents of all ELLs will be invited to participate. Their increased knowledge base from these workshops will lead to increased student performance in school. Translators will be available on an “as needed” basis. Parents will be notified of these activities through notices in student book -bags, as well as follow up written reminders and phone calls.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	5206.24	Instruction: 4 teachers X 16 weeks X 1.25 hrs. per week at 50.06 (including fringe)=4004.80 PD: 4 teachers X 4 weeks X 1 hr. per week at 50.06=800.96 PD: 4 teachers X 2 weeks Planning

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		and Presenting Parent workshops: 2 hrs X 50.06 =400.48
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	n/a	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	5993.76	Instructional materials: National Geographic Common Core Readers Grades K-5 4000.00 ChromesBooks 7 X 279.00 Books for Teacher PD 150.00
Educational Software (Object Code 199)		?
Travel	n/a	
Other		
TOTAL	11,200	