

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M166

School Name:

RICHARD RODGERS SCHOOL OF THE ARTS AND TECHNOLOGY

Principal:

DEBRA MASTRIANO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 03M166
School Type: Elementary Grades Served: K-5
School Address: 132 West 89th Street, New York, NY, 10024
Phone Number: 212.678.2829 Fax: (212) 579-4542
School Contact Person: Debra Mastriano Email Address: dmastriano@schools.nyc.gov
Principal: Debra Mastriano
UFT Chapter Leader: James Fama
Parents' Association President: Carrie Keiger, Erin Volkmar
SLT Chairperson: Erin Volkmar, Kathleen Mainhart
Student Representative(s): _____

District Information

District: 3 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street Room 122
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: (212) 222-7816

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Elmer Myers

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Mastriano	*Principal or Designee	
James Fama	*UFT Chapter Leader or Designee	
Erin Volkmar	*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	
Stefanie Isser Goldblatt	Member/Parent	
Lisa Berry	Member/ Parent	
Stacy Boccabella	Member/ Parent	
Stacey Shapiro	Member/ Parent	
Sara Spinnell	Member/ Parent	
Kathleen Mainhart	Member/ Teacher	
Stephanie Pappas	Member/ Teacher	
Colleen Plater	Member/ Teacher	
Eldina Ceho	Member/ Teacher	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At PS 166 we aim to develop college-bound, life-long scholars whose journey is only just beginning. We achieve this through rigorous and CCLS aligned instruction, reflective practice, and inquiry. Teachers provide students with the necessary supports and scaffolds they need to be successful in the classroom and beyond its walls. At our school, students and staff alike approach each day with a growth mindset, and with a “work hard, get smart” attitude; eager to learn and grow. We hold our students and ourselves to high standards of accountability—always remembering that our efforts have a profound effect on the lives of our children.

As a TCRWP school, we ensure that we are meeting Common Core Learning Standards across all grades, and that students are meeting the standards in reading, writing, social studies and science. Our teachers engage in data driven instruction that targets students’ specific strengths, and growth areas. In math, teachers are provided with weekly staff development to grow their conceptual understanding of the Common Core Math Standards and Common Core Shifts.

Our teachers also work weekly in professional learning teams, wherein teachers collaborate to look at student data and student work to make instructional decisions. Twice monthly teachers facilitate professional learning experiences for their colleagues centered around our school wide instructional focus and goals. We try hard to leverage teacher expertise and to create a community that shares best practices and grows together.

PS 166 has two gifted classes on each grade level, an ICT class, as well as a general education classes and a self contained class with special education students. We ensure we meet the needs of all students each and every day through data driven instruction, goal setting, and teaching practice that is responsive to student need.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- CC Aligned Curricula in both ELA (TCRWP) and Math (Engage NY)
- Teachers using DOK and HESS to plan for rigorous activities, and questioning
- Students asked to make thinking visible across subjects
- Students are engaged in rich discussions through Number Talks, and Book Clubs
- Students cycle through the writing process monthly; planning for writing, creating drafts, analyzing their work, revising their writing, and collaborating with partners.
- Teachers use data to inform instructional decisions and to customize instruction for individuals and/or groups of students.

Need:

Strengthen the inquiry based collaborations and increase opportunities for teacher leadership resulting in coherence and increased achievement for all students. (4.2) QR Report, 2-13-2013

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of teachers will use an inquiry approach to analyze classroom practice, curriculum, assessment data, and student work to inform and improve instruction, develop targeted next steps and engage in ongoing progress monitoring as measured by teacher action plans, and student work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Identify data leads at the school that will be trained and developed in facilitative leadership strategies, the inquiry process, and the	One teacher per grade, and	9.22-10.15	Principal AP

ATLAS Looking at Data, and ATLAS Looking at Student Work protocols.	one cluster teacher		
Hold weekly meetings to train and develop data leads, create inquiry calendar, and collaborate on the roll out	Data Leads	Weekly in October, November	Principal Assistant Principal
Teachers meet weekly in inquiry teams to analyze data, determine growth areas, create and implement action plans that impact student growth.	All teachers	October - June	Data Leads, Principal and A.P.
Implement Inquiry work, get feedback, and adjust process as necessary to achieve student growth.	Data Leads, Administration	October- June	Data Leads AP, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session Funds for Professional Learning Committee

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 80% of teachers will use an inquiry approach to inform and improve instruction, develop targeted next steps, and engage in on going progress monitoring as measured by teacher action plans and student work.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths::	<ul style="list-style-type: none"> • Established a PBIS Committee to develop a school-wide system aimed at increasing positive behavior in the school community. • Successful implementation in a few classrooms that served as positive models for the school during our PBIS planning meetings.
Need:	Strengthen a universal school-wide Positive Behavior Intervention System resulting in a decrease of incident and suspension reports by 2014-2015.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, PS 166 will decrease incident reports by 5% through the implementation of a unified Positive Behavior Implementation System that focuses the 4Bs (be safe, be responsible, be respectful, be positive) as measured by OORS report data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Professional Development 1. PBIS workshops for specific staff to turnkey information to all staff members 2. Respect For All training for on sight liaison who will turn-key information to all staff members	1. Teachers 2. Tara Seiden Michael Shackman	1. 12/14 2. 1/12/15+ 1/13/15	1. Administration All Staff 2. Administration Tara Seiden and Michael Shackman

<p>Bucket Filler Assembly for all grades to introduce and concretize the concepts of “bucket fillers” for the students (the following would not let me write in the appropriate area-→) Target group-for all students Timeline-1/2015 Key personnel- administration/PBIS committee/any teachers who want to be involved</p>			
<p>SWD or ELL Visuals throughout school Multiple copies of the book, "Have You Filled bucket filler books in classrooms for student use Visuals throughout the school Multiple copies of the book, “Have You Filled a Bucket Today?” in the classrooms Reinforcement of bucket filler philosophy with students who are pulled out of room with special teachers (school psychologist, ELL etc.)</p>	SWD or ELL	12/14	Administration All staff School-based support team
<p>Parent involvement Administration will hold assembly for parents to introduce and educate them on the bucket filler philosophy. This is a system that can be reinforced at home. Packets can go home to parents with information and tips about Bucket Fillers</p>	Parents	12/14	Administration PBIS committee All Staff
<p>Trust</p> <ul style="list-style-type: none"> The foundation of PBIS is one of trust. All of our bucket filler activities work to build an environment of trust. 	All students		Administration responsible for announcements All staff responsible for filling out bucket filler forms

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> Multiple copies of <i>Have You Filled a Bucket Today?</i> to aide in classroom instruction. Posters with School-wide expectations. Motivational charts PBIS training and Respect for All Training (by an outside providers) which will be turn keyed to all staff Per session for PBIS committee and weekly meetings.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>
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9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, track incident reports on the OORS System to see a 5% decrease in OORS reports in the classroom and at recess. As of December 2014-2015 there is a 25% decrease of incident reports.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- Staff attends TCRWP Professional Development during the year and will turn-key to their colleagues.
- Staff participates in weekly math workshop meetings to develop curriculum, look at student work and plan next steps in instruction.

Need:

- Based on QR 2012-2013 report teachers will have leadership over professional learning through school wide staff development.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 80 % of classroom teachers will have facilitated or co-facilitated a Professional Learning cycle aligned to the instructional focus and goals as evidenced by facilitator agendas, meeting attendance, and facilitator’s guide.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Administration is working with teacher data leads to build capacity in analyzing data and facilitating data analysis at grade team meetings.	K-5 teachers	Oct – June	Administration
All teachers will have the opportunity to attend at least one professional development provided by Teacher College Reading and Writing Project. Teachers are then encouraged to submit a plan for a professional learning cycle, aligned to the instructional focus, that they would like to facilitate or co-facilitate.	K-5 Teachers	Oct - June	PL committee and Administration

Teachers will continue to provide workshops to promote family engagement.	All Teachers	Sept - June	Administration and teachers
These activities promote shared leadership and trust among the entire school community.	Teachers and Families	Sept- June	Administrators, Teachers, Families and Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
TCRWP Staff development , Math Staff Development, TCRWP Writing Kits, Math Resources (ecam packets, screeners, center materials, vocabulary booklets, Math talk

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, teachers will have facilitated or co- facilitated 30% of professional development for their colleagues.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths:

- All teachers observed frequently through informal and formal observations
- Feedback aligned to Danielson Framework
- Feedback is tracked in ADVANCE
- All teachers have an opportunity to meet with administration during IPC in Sept/Oct to discuss observation options
- Highly Effective teachers sharing their practice through inter-visitation
- Teachers also observed outside of ADVANCE and given targeted feedback to improve instruction/student outcomes
- TCRWP staff developers and math consultant coach teachers in ELA and Math

Need:

- Teacher SMART Goals that match area of growth based on 2012-2013 MOTP data, to strengthen teacher practice and student outcomes for all learners.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leadership will set SMART goals with 100% of staff around data driven (2013-2014 MOTP) instructional growth areas aligned to the Danielson Framework, and will give targeted feedback around these goals as evidenced by ADVANCE observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Administration met with teachers during IPC to co-create professional goals based on MOTP data	All Teachers	Sept-June	Administration
Administration will continue to monitor progress and provide feedback for teachers to meet the needs of all students including SWD's and ELLs.	All Teachers	Sept – June	Administration
Administration will provide a supportive environment built on trust as teachers continue to learn and implement data driven instruction.	All Teachers	Sept – June	Administration
Administration will continue to provide opportunities for teacher's leadership through teacher led professional development.	All Teachers	Sept – June	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Danielson Rubric and materials needed to support teacher's SMART goals.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, all staff will revisit SMART goals to review progress based on ADVANCE.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

Approximately 25% of families of at-risk students attend Parent Workshops/ Parent Events such as Coffee with the Principal; Fall Fest; Winter Fest; events organized by the Green Committee; and workshops focused on curriculum, common core or supporting students at home.

Needs:

An increase in parental involvement, especially for at-risk students, to increase CCLS aligned academic support at home.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 30% of families of at-risk students will have the opportunity to engage in a professional development series around meeting the CCLS, as evidenced by professional development agendas, and attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Teachers certified in Special Education will help parents of At-Risk students understand the CCLS and provide resources that can be used at home to support their child’s learning	Parents of SWDs	Dec-June	Administration and Teachers of SWDs
PS 166 will organize three ELA & Math Curriculum Workshops for parents to learn and understand the expectations of the Common Core Learning standards in all subject areas	All Parents	Dec – June	Teachers and Administration
Additional activities focused on building trust such as individual invitations sent home, families received personal phone calls encouraging attendance, and workshops for small groups of families	All Parents, students, teachers	Dec-June	Teachers and Administration, Parent

with their children.			Coordinator, and School Aide.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session, substitutes, Parent Engagement Tuesdays Workshop for Parents.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, parents will have the opportunity to attend 5 workshops in ELA and Math workshops during and after school.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	SWD's, ELL's K-5, Lowest Third, Level 1 and Level 2 Scorer's in ELA	Recipe for Reading, Writing for Readers, TCRWP Reading and Writing, Reading Jeopardy ,Close Reading, Guided Reading	Small group, after school tutoring, SETTS Provider	During the Day with Special Education Teachers, After School
Mathematics	SWD's ,ELL's K-5, Lowest Third, Level 1 and Level 2 Scorer's in Math	Math Screener Centers, ECAM Centers, Journal Tasks, Sprints for Practice.	Small group, after school tutoring, SETTS Provider	During the Day with Classroom Teachers, After School Tutoring
Science	SWD's ,ELL's K-5 Lowest Third, Level 1 and Level 2 Scorer's in ELA	Writing a Hypothesis / Thesis Statement, supporting evidence, Writing on Demand Targeting Specific Areas.	Small group, after school tutoring, one to one SETTS	During the Day with Special Education Teachers, classroom teacher
Social Studies	SWD's ELL's K-5 Lowest Third, Level 1 and Level 2 Scorer's in ELA		Small group, after school tutoring, one to one SETTS	During the Day with Special Education Teachers, After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer Mediation, Social Skills Training with Task Cards, Small Group Counseling with At Risk Students who are in need of support	Social Skills Training, Talk Sessions guided with a Lead Student Facilitator, Peer interactive group talk for social skill training.	Small Group, One to One, Classes	During the Day with Special Education Teachers, After School

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

N/A

2b. 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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

N/A

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **PS 166**, 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 the school and the families. The 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 the school community. **PS 166** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

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

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

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

School-Parent Compact (SPC) Template

PS 166, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	28		4	7		3				35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
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	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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

On the 2012/13 Diagnostic acuities 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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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:

- 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 (Part1: questions 1-4) indicates that the student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English. An oral informal interview is given to the parent and child to determine English dominance and the need to move forward with LAB-R testing. The ESL teacher administers the LAB-R to eligible students and for the new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut off scores, the Spanish LAB is administered as well.
- 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. ①

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:

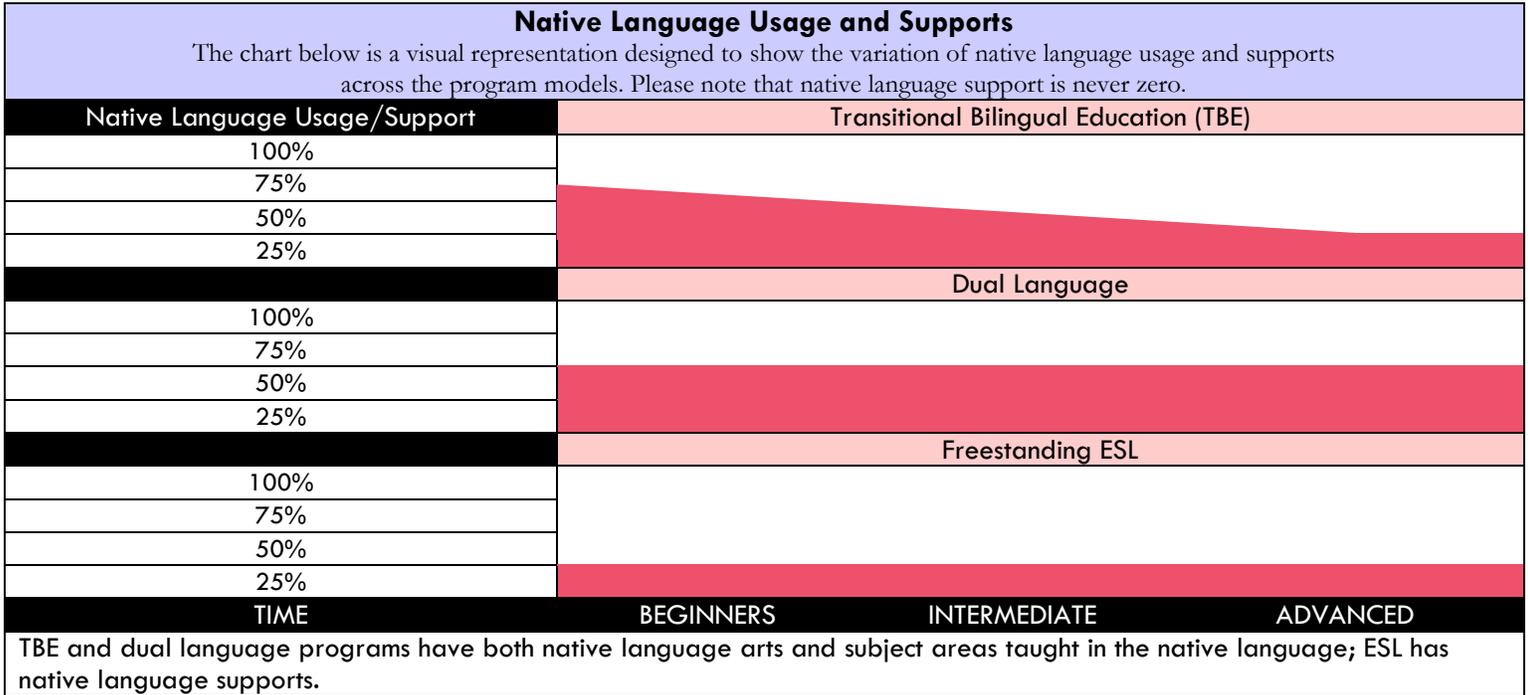
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
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



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 offerings.

Staff members are encouraged to participate in these workshops on a rotating basis. At times the ESL teacher is sent to a workshop with another staff member 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 by Day K-6 – A complete Guide to Literacy, Content Area and Language Instruction is being read and discussed during our ELL academy after school professional development study group as well as ongoing topics on differentiation for ELLs from current journal articles. The ESL teacher participates in ongoing school based as well as Professional development provided by 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 166</u>	DBN: <u>03M166</u>
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
Total # of ELLs to be served: <u>45</u>
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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 2:50 pm to 4:20 pm, 1.5 hours, one day per week. Wednesdays-February 2015-May 2015.

Subgroups/Grade Levels/Number of Students: 45 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 2014 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 4 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 4 teachers. Proposed rotation schedule for certified ESL teacher will be Group 1 (2:50-3:15), Group 2 (3:15-3:35), Group 3 (3:35-3:55), Group 4 (3:55-4:20). 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 Geographpic Literacy based programs that include leveled text will develop students' reading, writing, listening and speaking levels. ChromeBooks, a technology piece will be built upon 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 continued to support in house best practice material.

Part B: Direct Instruction Supplemental Program Information

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

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

We will look for academic growth and achievement to be evidenced by ESL/Common Core standards. Several formal assessments will be administered throughout the year to help guide instruction. They are NYSITELL 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:

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, current articles from the International Reading Association journals on differentiating instruction for ELLs and Teaching Channel Common Core Videos for ELL Instruction will be used for reflection and discussion. The five Title III teachers will participate for per session rate. A copy of the book will be supplied to each teacher as well. Projected dates will be Wednesdays 4:30-5:30pm 1/28, 2/4, 3/18, 4/8, 4/29, 5/13, 5/27. The group will meet seven times 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: NYS State ESL Standards and Common Core Learning 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 improve instruction.

Part C: Professional Development

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 1.5 hour workshops. One will focus on providing 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 March 18, 2015 and May 27, 2015. 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. This year we will also continue to build a non-fiction lending library. Parents of ELLs will be invited to borrow books that can be used to practice strategies that are introduced during the ELL Parent Workshops that will help reinforce reading strategies that they learn throughout the day.

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 	<u>\$7,520.46</u>	<u>Instruction: 5 teachers X 14 weeks X 1.5 hrs. per week at \$51.51 (including fringe)=\$5,408.55</u> <u>Study Group: 5 teachers X 7 weeks X 1 hr. per week at \$51.51= \$1,802.85</u> <u>Parent Workshops/Planning: 2 teachers X 2 weeks X 1.5 hrs X \$51.51 =\$309.06</u>

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.
		Planning Time: No cost to Title III
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>n/a</u>	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$3,679.54</u>	Instructional materials: <u>National Geographic Common Core Readers Grades K-5 & Non-Fiction Lending Library (Parental Involvement)= \$2,341.54</u> <u>ChromesBooks 4 X \$279.00=\$1,188.00</u> <u>Books for Teacher PD \$150.00</u>
Educational Software (Object Code 199)	<u>n/a</u>	_____
Travel	<u>n/a</u>	_____
Other	<u>n/a</u>	_____
TOTAL	<u>11,200.00</u>	_____