



**P.S. 66**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 66**  
**ADDRESS: 845 EAST 96 STREET**  
**TELEPHONE: 718-922-3505**  
**FAX: 718-922-3105**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331800010066 **SCHOOL NAME:** P.S. 66

**SCHOOL ADDRESS:** 845 EAST 96 STREET, BROOKLYN, NY, 11236

**SCHOOL TELEPHONE:** 718-922-3505 **FAX:** 718-922-3105

**SCHOOL CONTACT PERSON:** Lucille Jackson **EMAIL ADDRESS** ljackso17@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ivy Spilberg/Teacher

**PRINCIPAL:** Lucille Jackson/Principal

**UFT CHAPTER LEADER:** William Fiquet/UFT

**PARENTS' ASSOCIATION PRESIDENT:** Ramonita Booker/PA

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18 **CHILDREN FIRST NETWORK (CFN):** CFN 604

**NETWORK LEADER:** GREGORY JAENICKE/Jose V. De La Cruz

**SUPERINTENDENT:** BEVERLY WILKINS

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Lucille Jackson	Principal	

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision

Our vision is to work collaboratively as a school community to develop life long learners who understand the importance of education to achieve success in a world that becomes more complex and challenging each day. Together we will create an atmosphere that: supports high standards; nurtures creativity; promotes respect for oneself, for others, and for property; establishes high expectations for all; and develops self-esteem.

#### Mission

P.S./I.S. 66 is dedicated to the achievement of excellence and high standards for all youngsters. With attention to the cognitive, emotional, physical, social, and creative domains of development we believe all students achieve success in a supportive and structured learning environment. All members of the school community will work in a collaborative effort to insure each student has the resources and support to face challenges of school and demonstrate qualities of good citizenship and character. We will acknowledge and recognize the achievements of our students and the staff members and parents who enabled their success.

Public School 66 was built to relieve the overcrowded conditions in the surrounding Community School District 18 schools. It was determined in the spring of 2003 that the school would be an unzoned, Pre-kindergarten to grade eight school. Students were accepted from the over utilized schools through an open application process. the school opened in September 2003 with grades Pre-kindergarten through six; grades seven and eight were added in each of the next two years. Community School district 18 is comprised of the communities of Canarsie and East Flatbush. As an un-zoned school open to all students in these communities our school has become a microcosm of School District 18, reflecting the demographics and achievements of our neighboring schools.

Our multicultural population consists of families from jamaica, Trinidad, barbados, haiti, Guyana, and the Dominican Republic. The ethnic composition of the school break down is as follows: 87% Black; 8.4% Hispanic; 2.1% White; and 1.7% Asian. Boys account for 49.3% of the students enrolled and girls account for 50.7%. 66% of the students are eligible for free lunch.

The students are grouped heterogeneously at all grade levels. In the current school year, the school organization consists of these classes:

One full day universal kindergarten;  
 kindergarten;  
 one;  
 Three grade two;  
 three;  
 four;  
 five;  
 six;  
 seven;  
 Three grade eight;  
 12:1:1 special education; and  
 education.

Three  
 Three grade  
  
 Three grade  
 Two grade  
 Four grade  
 Four grade  
  
 One grade three  
 One grade seven/eight 12:1:1 special

Under the supervision of the principal and one assistant principal, the classroom teachers are supported by other positions. These include:

- Guidance Counselor
- Literacy/Enrichment Staff Developer
- Mathematics Staff Developer
- F-Status Visual Arts Staff Developer
- Early Childhood Staff Developer
- Science Staff Developer
- Safety Coordinator
- Parent Coordinator
- Speech Teacher
- Full Time SETTS Teacher
- F Status ESL Teacher
- Itinerant ESL Teacher
- Substance Abuse Prevention Intervention Specialist
- Itinerant Social Worker
- Three Instructional Paraprofessionals
- Four School Aides
- Two School Safety Agents
- Department of Health Nurse
- One

Parent

Coordinator

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot.** Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 66								
District:	18	DBN #:	18K066	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	24	18	18		94	95.2	TBD		
Kindergarten	83	66	72						
Grade 1	83	100	88	<b>Student Stability - % of Enrollment:</b>					
Grade 2	49	69	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	63	48	78		99.7	99.41	TBD		
Grade 4	78	60	51						
Grade 5	53	80	60	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	114	81	104	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	85	115	79		56.9	51.9	66.8		
Grade 8	57	78	111						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	10	TBD		
Grade 12	0	0	0						
Ungraded	2	1	1	<b>Recent Immigrants - Total Number:</b>					
Total	691	716	749	(As of October 31)	2007-08	2008-09	2009-10		
					0	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	40	39	31	Principal Suspensions	61	51	TBD		
# in Collaborative Team Teaching (CTT) Classes	9	10	10	Superintendent Suspensions	7	19	TBD		
Number all others	45	55	58						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	19	11	16	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	3	6	Number of Teachers	51	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	16	TBD
				Number of Educational Paraprofessionals	2	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	58.8	61.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	45.1	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82	78	TBD
American Indian or Alaska Native	0.1	0.4	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.9	98.2	TBD
Black or African American	86.2	86.9	87				
Hispanic or Latino	10	9.2	8.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.7	1.7				
White	1.4	1.8	2.1				
Multi-racial							
<b>Male</b>	52.8	50.4	49.3				
<b>Female</b>	47.2	49.6	50.7				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	W
<b>Overall Score</b>	94.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	17.7	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6	Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The major findings for kindergarten through grade two as indicated from ECLAS, EPAL and school based assessments are as follows:

- Kindergarten- at the end of this grade students are expected to achieve Guided Reading level B, which correlates to ECLAS-2 level 2/ in the reading strand. Our data shows that approximately 74 percent of our students have reached this level by the end of the school year.
- First Grade- At the end of this grade, students are expected to achieve Guided Reading level I, which correlates to ECLAS-2 level 4/ in the reading strand. Our data indicates that approximately 82 percent of our students have met or exceeded this level by the end of the school year.
- In grades kindergarten through two, 67 percent of the students have mastered the decoding strand of ECLAS-2 by the end of the school year.
- In grade three, 55 percent of the students are meeting or exceeding the benchmarks in ELA, and 76 percent are meeting or exceeding the benchmarks in mathematics.
- In grade four, 41 percent of the students are meeting or exceeding the benchmarks in ELA and 94 percent are meeting or exceeding the benchmark in mathematics.
- In grade five, 36 percent of the students are meeting or exceeding the benchmarks in ELA and 79 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade six, 30 percent of the students are meeting or exceeding the benchmark in ELA, and 70 percent are meeting or exceeding the benchmark in mathematics.
- In grade seven, 32 percent of the students are meeting or exceeding the benchmark in ELA, and 76 percent are meeting or exceeding the benchmark in mathematics.
- In grade eight, 32 percent of the students are meeting or exceeding the benchmarks in ELA and 79 percent of the students are meeting or exceeding the benchmarks in mathematics.
- In grade six, 40 percent of the students in self contained special education classes achieved level two in ELA. In mathematics, 50 percent of the students achieved level two, and 25 percent achieved a level three.
- In grade seven, 25 percent of the students in self contained special education classes achieved a level two in ELA and 25 percent achieved a level three. In mathematics, 20 percent achieved a level two and 40 percent achieved a level three.



classroom instruction. Administration will conduct formal and informal observations and learning walks as a means of formative assessment to further develop teachers' professional goals.

A schoolwide daily writing block and period nine for students in grades four through six will focus on grade/content specific higher order thinking skills and strategies in ELA and mathematics. This will enable the administration and teachers to effectively monitor student progress and identify individual student needs.

Grade meetings will serve to disseminate information, discuss challenges and reinforce expectations. Common preparation periods will allow teachers to meet and plan as a grade. Intervisitations will be scheduled to allow teachers to observe colleagues who demonstrate exemplary practices.

The SETTS teacher will provide small group instruction to students who need further development in writing proficiency and mathematics. Staff developers and middle school teachers will provide small group instruction to students identified in need of academic intervention. A variety of writing, mathematics and science enrichment opportunities will be scheduled for students who have demonstrated proficiency in these subjects. The technology teacher will support teachers and supplement units of study, as well as provide instruction in an updated technology lab. Teachers will continue to utilize the Smartboards in the delivery of instruction. Parent workshops aligned with the New York State Standards will be offered to strengthen the home/school connection.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Based on available data, members of the School Leadership team agreed that continued progress in ELA remains a priority. <b>By June 2011, 50% of students who are tested in ELA will score at a level of proficiency as measured by the NYS achievement assessment.</b>	<input type="checkbox"/> N/A
<input type="checkbox"/> Based on available data, members of the School Leadership team agreed that continued progress in Mathematics remains a priority. <b>By June 2011, 80% of students who are tested in Mathematics will score at a level of proficiency as measured by the NYS achievement assessment.</b>	<input type="checkbox"/> N/A
<input type="checkbox"/> The members of the School Leadership Team agree that parent and community involvement are a priority to a well developed school. Our goal for June 2011 is to <b>increase and build upon the level of parental involvement and participation in school/community activities.</b>	<input type="checkbox"/> N/A



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**English Language Arts**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Based on available data, members of the School Leadership team agreed that continued progress in ELA remains a priority. <b>By June 2011, 50% of students who are tested in ELA will score at a level of proficiency as measured by the NYS achievement assessment.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Strategies:</p> <p>The administrative team, professional development team and teachers will analyze data from school wide interim assessments to identify students' strengths and weaknesses and more effectively provide targeted differentiated instruction.</p> <p>Students in grades four through six will receive small group instruction during period nine, extended day, three times a week for 50 minutes each session to develop their language arts skills.</p> <p>After school programs for both enrichment and remediation will provide students with opportunities to increase their literacy skills.</p> <p>Professional development sessions will be conducted to provide teachers with authentic modes of assessment, literacy strategies, questioning techniques, common core standards, and flexible groupings for differentiation of instruction.</p> <p>Intervisitations to identified classrooms will provide teachers with an opportunity to observe best practices.</p> <p>Grade meetings will be conducted to enable teachers to review student achievement and allow for curriculum planning.</p> <p>A continued middle school writing initiative will focus on the skills and strategies for student</p>

achievement in writing.  
A continued approach to balanced literacy will allow for the use of a variety of books which include: trade books, readers theater, novels, literature anthologies, classroom library collections and thematic units of study.  
A daily ninety minute literacy block will enable a comprehensive reading and writing program. Classroom teachers will be provided with materials to supplement their classroom libraries. Teachers will develop literacy centers to enable students to work independently to increase their proficiency in literacy.  
Teachers will plan thematic units of instruction that are aligned with city and state standards. Teachers will provide instruction in test taking skills.  
Teachers will provide students with winter and spring recess homework packets to reinforce skills and concepts in literacy for students in grades one through eight.  
Teachers will use Smartboards to deliver more engaging instruction.  
The ESL teachers will provide small group instruction to students identified as ELL learners. The Inquiry Team will target and provide instruction to identified students.  
A full time SETTS teacher will deliver small group instruction to students in need of academic intervention services.  
In grade five through eight there will be an identified teacher for ELA instruction in each grade. A Literacy/Enrichment Staff Developer will model, mentor, and co-teach with classroom teachers and provide necessary resources and support.  
The staff developers and middle school teachers will provide small group instruction to students in need of academic intervention.  
A "word of the week" program will introduce students to new vocabulary words to be incorporated into their writing and daily language.

Responsible Staff:

Administration

Classroom Teachers  
Literacy/Enrichment Staff Developer  
Early Childhood Staff Developer  
Middle School English Language Arts Teachers  
ELL Teacher  
SETTS Teacher  
F Status Arts Staff Developer

	<p>Science Staff Developer  Inquiry Team  Paraprofessionals  Parent Coordinator  Middle School Teachers  Implementation Time line:</p> <p>Daily  Ninety minute block balanced literacy  Period nine, extended day, classes meet three times a week for 50 minutes each session for instruction in literacy  An afterschool program for remediation and enrichment will meet for 75 minutes on a weekly basis.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>C4E funds are used to support the literacy staff developer.  Title 1 ARRA  TL Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Review of the results of the Acuity Periodic Assessments three times per year.</li> <li>• Review of the results of Standardized School wide Skills Assessment on a quarterly basis.</li> <li>• Evidence of growth in reading as indicated by fluency, stamina, vocabulary, range of genre, quality of reader response, and as measured by ongoing teacher assessment.</li> <li>• Evidence of growth in writing as measured by length of pieces, proper use of language conventions, variety of genre, increased independence as a writer, achievement of personal goals as identified on the writing survey, and ongoing teacher assessment.</li> <li>• Use of running records to measure student growth in literacy.</li> <li>• Student completed projects and reports evaluated by teacher created rubrics.</li> <li>• Analysis of the New York State English Language Arts Assessments scores for students in grades four through eight.</li> <li>• Documentation and evaluation of students' responses during Literature Circles.</li> <li>• Evidence of literacy skills reflected in thematic art projects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Periodic review of independent reading logs to determine student progress.</li> <li>• Student/teacher conferences to enable teachers to assess achievement of identified literacy skills.</li> </ul>
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**Subject Area  
(where relevant) :**

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> <p>Based on available data, members of the School Leadership team agreed that continued progress in Mathematics remains a priority. <b>By June 2011, 80% of students who are tested in Mathematics will score at a level of proficiency as measured by the NYS achievement assessment.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• The administrative team, professional development team and teachers will analysis data from school wide interim assessments to identify students' strengths and weaknesses and more effectively provide targeted differentiated instruction.</li> </ul> <p>Students in grade four through six will receive small group instruction during period nine, extended day, three times a week for 50 minutes each session to develop mathematical skills.</p> <p>After school programs for both enrichment and remediation will provide students with opportunities to increase their mathematical skills.</p> <p>Professionaol development sessions will be conducted by staff developers to provide teachers with authentic modes of assessment, math problem solving strategies, questioning techniques, and flexible groupings for differentiation of instruction.</p> <p>Intervisitations to identified classrooms will provide teachers with an opportunity to observe best practices.</p> <p>Grade meetings will enable teachers to review student achievement and allow for</p>

curriculum planning.

In grades five through eight there will be an identified teacher for math instruction at each grade level.

A Mathematics Staff Developer will model, mentor and co-teach with classroom teachers and provide necessary resources and support.

A ninety minute math block will include the use of games, manipulatives, computation, measuring, sorting, graphing, counting and estimation will be incorporated into each day.

Classroom teachers will be provided with materials to supplement their mathematics program.

Teachers will develop math centers to enable students to work independently to increase their proficiency in mathematics.

Teachers will plan units of instruction that are aligned with city and state standards.

Teachers will provide instruction in test taking skills.

Teachers will provide students with winter and spring homework recess packets to reinforce skills and concepts in mathematics for students in grades one through eight.

Teachers will use Smart boards to deliver more engaging instruction.

School wide periodic assessment will be conducted to assess student mastery of state indicators.

ESL teachers will provide instruction to students identified as ELL learners.

A full time SETTS teacher will deliver instruction to students with IEP's in small groups, three to five times a week for forty-five minute sessions.

The parent coordinator will develop and conduct parent workshops in collaboration with the math staff developer to better enable parents to assist their children in the acquisition of mathematical skills and concepts.

The inquiry team will provide instruction to students identified as at risk.

Teachers will differentiate the delivery of mathematics instruction to meet the needs of the students.

- Responsible Staff:

Administrators

Classroom teachers

Math Staff Developer

Middle School Math Teachers

ESL Teachers

SETTS Teacher

Inquiry Team

Network Support Specialists

	<p>Paraprofessionals Parent Coordinator</p> <p>Implementation Time line:</p> <p>Daily Ninety minute math block After school classes in enrichment and remediation for 75 minutes weekly.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p>Title 1 ARRA TL Fair Student Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/>Review of the results of the Acuity Periodic Assessments three times per year.</li> <li>• Monthly review of the results of School wide Skills Assessment .</li> <li>• Use of the data from the New York State Math Assessment to better plan for instruction.</li> <li>• Student work to be evaluated by teacher created rubrics.</li> <li>• Student/teacher conferences to determin individual student needs.</li> <li>• Review of independent student work completed in learning centers.</li> </ul>

**Subject Area  
(where relevant) :**

**Parental Involvement**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>The members of the School Leadership Team agree that parent and community involvement are a priority to a well developed school. Our goal for June 2011 is to <b>increase and build upon the level of parental involvement and participation in school/community activities.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Target Population: All Staff, Parents and Students</p> <p>Strategies/Actions/Activities:</p> <ul style="list-style-type: none"> <li>• Administrators will meet with teachers throughout the year to set, review and discuss the progress of their parent involvement goals.</li> </ul> <p><b>Members of the School Leadership Team will create a Parent Survey designed to measure the frequency of parental participation in school wide, classroom, and community events and activities.</b></p> <p><b>We will build upon the strong results indicated in the 2009-2010 Learning Environment Survey and create multiple opportunities to involve parents in school activities.</b></p> <p><b>All teachers will be required to plan and conduct events that enable parental participation.</b></p> <p><b>Staff developers in collaboration with the parent coordinator and community agencies will be required to conduct parent education workshops.</b></p> <p><b>The administration will coordinate school wide and community activities designed to more effectively engage all parents.</b></p> <p><b>We will create a school web site designed to provide parents with updated information about school events, activities, and policies and also to serve as a tool for communication with teachers and other school personnel.</b></p> <p>Responsible Staff:</p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• All Staff Members</li> </ul>

	<ul style="list-style-type: none"> <li>• School Leadership Team</li> <li>• Parent Association</li> </ul> <p>Implementation Timeline:</p> <ul style="list-style-type: none"> <li>• Daily</li> <li>• Weekly</li> <li>• Monthly</li> <li>• On-going throughout the year</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• C4E funds</li> <li>• Title 1 ARRA</li> <li>• TL Fair Student Funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p><b>The Parent Survey will be created to measure the extent to which parents participate in school events and activities. The survey will be administered to all parents on a quarterly basis; the responses will be collected and summarized by School Leadership Team members.</b></p> <p>The use of the school web site will be monitored to measure the frequency of visits by parents.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	10	8	N/A	N/A			1	
2	22	19	N/A	N/A	3			
3	20	16	N/A	N/A	2			
4	26	14	26	26	3			
5	27	9	27	27	1			
6	12	13	11	12	1			
7	6	24	6	6	6		2	
8	28	36	28	28	6			1
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• The Staff Developers and middle school teachers will provide daily small group instruction in ELA and writing, on a pull out basis for 45 minute sessions each.</li> <li>• A balanced literacy approach will be implemented using a variety of books which include: trade books, novels, literature anthologies, classroom library collections and thematic units of study.</li> <li>• Within the classroom, teachers will differentiate instruction to meet the needs of the students.</li> <li>• In grades five through eight students will departmentalize for the major subjects.</li> <li>• Students with special needs will be mainstreamed in general education classes.</li> <li>• An Early Childhood Staff Developer will provide teachers with necessary resources and support for teachers in Pre-K. through grade two.</li> <li>• Staff Developers will co-teach, model, conference, mentor and provide staff development and resources for all staff members.</li> <li>• After school enrichment/remedial programs will provide students with strategies and units of study to increase student achievement.</li> <li>• A Literacy Teacher will provide daily classroom instruction in ELA skills and strategies.</li> <li>• The Inquiry Team will target and work with identified students.</li> <li>• The SETTTS teacher will provide small group instruction to students who need further development in writing proficiency.</li> <li>• Students in grades four through six will meet in small groups during "period nine", three times a week for fifty minutes each session to develop ELA skills.</li> </ul>
<b>Mathematics:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Students in grades four through six will meet in small groups during "period nine", three times a week for fifty minutes each session to develop mathematical skills.</li> <li>• The Staff Developers and middle school teachers will provide daily small group instruction in mathematics, on a pull out basis for 45 minute sessions each.</li> <li>• Mathematics programs which incorporate everyday math games, use of manipulatives, computation, measuring, sorting and graphing, counting and estimation will be</li> </ul>

	<p>implemented.</p> <ul style="list-style-type: none"> <li>• Within the classroom, teachers will differentiate instruction to meet the needs of the students.</li> <li>• In grades five through eight students will departmentalize for the major subjects.</li> <li>• Students with special needs will be mainstreamed into general education classes.</li> <li>• The Math Staff Developer will co-teach, model, conference, mentor and provide staff development and resources for all staff members.</li> <li>• The SETTTS teacher will provide small group instruction to students who need further development in mathematics.</li> <li>• An after school enrichment/remedial programs will provide students with strategies and units of study to increase student achievement.</li> <li>• The Inquiry Team will target and work with identified students.</li> </ul>
<b>Science:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• A full time Science Staff Developer will co-teach, model, conference, mentor and provide staff development and resources for all staff members.</li> <li>• The Inquiry Team will target and work with identified students.</li> <li>• An after school enrichment/remedial programs will provide students with strategies and units of study to increase student achievement.</li> <li>• Students in grades four through six will meet in small groups during "period nine", three times a week for fifty minutes each session to develop science skills through reading in the content area.</li> <li>• The SETTTS teacher will provide small group instruction to students who need further development in science.</li> <li>• The Staff Developers and middle school teachers will provide daily small group instruction in science, on a pull out basis for 45 minute sessions each.</li> </ul>
<b>Social Studies:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• A Full time Literacy Staff Developer will co-teach, model, conference, mentor and provide staff development and resources for all staff members.</li> <li>• The Inquiry Team will target and work with identified students.</li> <li>• The SETTTS teacher will provide small group instruction to students who need further development in social studies.</li> <li>• The Staff Developers and middle school teachers will provide daily small group instruction in social studies, on a pull out basis for 45 minute sessions each.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• A full time guidance counselor will provide counseling to mandated students in small groups one to two times a week for 30 to 40 minute sessions. Non-mandated students will be seen on a needs basis.</li> </ul>

	<ul style="list-style-type: none"> <li>• A full time SAPIS Counselor will meet with small groups of students who are identified by their classroom teachers, one to two times a week.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> A part-time school psychologist will meet with students on a needs basis through teacher recommendation and parent request.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• A part-time social worker will meet with students weekly.</li> </ul>
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> A part-time occupational therapist, adaptive physical education teacher, part-time mobility teacher and part time physical therapist will work with individual students weekly.

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **ORCA 359** by the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc.) participation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III standards will be enabled this year for DOE and SED approved instruction. The ESL components of the Balanced Literacy/ Mathematics model, Treasures/Glencoe and McDougal Littell, are utilized to effectively target identified areas of need and provide differentiated instruction. Supervisors meet with ESL and classroom teachers to analyze Title III program narrative and budget (results students section) for implementation in 2010-11 (pending allocation of Title III funding).

We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section I below.  
 We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section II below.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The Project Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Supplemental materials are available to support all newly enrolled LEP students.

**Grade Level(s)**  
**K- 8**

Additional instructional services are available for students.

Parent teacher conferences are scheduled provided necessary information.

**Number of Students to be Served:**

**LEP 16**  
**Professional Development Program**  
**Non-LEP 726**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Number of Teachers 2**

**Other Staff (Specify) 0**

**School Building Instructional Program/Professional Development Overview**

Staff Development

**Section II. Title III, Part A LEP Program Narrative**

**Language Development Program**  
 Professional Development opportunities are offered to teachers throughout the year. Topics include but are not limited to: english language arts, writing processes, mathematics, science, social studies, looking at student work, the arts, multiple intelligences, differentiated instruction,

etc. ESL strategies to address the needs of our ELL population are embedded into all workshops. ESL teachers attend regional, city wide and national conferences and trainings to keep abreast of current ESL trends as well as workshops provided by the Office of ELLs. Those workshops include: ESL and Data Analysis, ARIS, Differentiated Instruction for ELLs, Tiered Instruction, Reading and Writing Strategies for ESL Teachers, etc.

**Section III. Title III Budget**

School: N/A  
 BEDS Code: 331800010066

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A

Other	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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.

Home language identification surveys and parent teacher conferences are used to determine what translation services are needed.

According to the HLIS 5 families speak Spanish, 1 family speaks Chinese, 6 families speak Haitian, and 2 families speak French. The data indicates that translation and interpretation are predominately needed in Spanish and Haitian.

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.

School based written communication is available in translation. School based and or district interpreters are available for teacher-parent conferences, workshops and school meetings such as Parent Association and assemblies. The parent coordinator reports additional findings to the school community.

### **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.

Documents that are not available from the website are translated by in-house school staff and or outside providers. All parents of ESL students receive the Parents Bill of Rights, interpretation notices signed and safety plan procedure at the beginning of each school year. All other parent communication is distributed to all parents at the same time.

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.

Oral interpretation is provided by school personnel and or outside interpreters as needed. Such support enables parents to integrate education into family and home activities. The current language status of each family is maintained in the ATS system.

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>.

Parents of English language Learners will be notified of all opportunities that relate to programs and services of their child's education. The Chancellor's Regulations will be distributed to parents in their home language and informative workshops will be offered to parents. In addition:

- a. parents receive a copy of the Bill fo Rights and Responsibilities, and
- b. Languages available in translation are posted in the guidance offices.



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$0	\$664,674	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,646		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/A	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98.2%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The administration in collaboration with Human Resources will make every effort to ensure that each classroom has an appropriately licensed/highly qualified teacher.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY

Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement

PART I - GENERAL EXPECTATIONS\_

NOTE: Each school level Parental Involvement Policy must establish the school’s expectations for parental involvement based upon the District Parental Involvement Policy. [Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

P.S./I.S.66 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—  
that parents play an integral role in assisting their child’s learning;  
that parents are encouraged to be actively involved in their child’s education at school;  
that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118- Parental Involvement-(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. P.S./I.S.66 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA through:
  - School Leadership Team Meetings;
  - Consultation with the administrative team;
  - Workshops with the Parent Coordinator;
  - Parent Association meetings; and
  - Executive Board meetings.
  
2. P.S./I.S.66 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA through:
  - School Leadership Team meetings;
  - Executive Board meetings with the administration;
  - Parent Association meetings;
  - Parent workshops; and
  - Review the results of the Learning Environment Survey.
  
3. P.S./I.S.66 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following programs:
  - Parent workshops conducted by the Parent Coordinator and staff developers.
  
4. P.S./I.S.66 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The evaluation will be conducted through:

- evaluation and feedback forms distributed at parent workshops;
- at Executive Board meetings with the administration; and
- at parent meetings to review the policy

The persons responsible for conducting evaluation will be as follows:

- the Administrative team and school faculty;
- Executive Board of the Parent Association; and
- the Parent Coordinator.

The role that the parents will play is as follows:

- attend workshops;
- visit classroom functions;
- evaluate program; and
- give feedback to administration and faculty.

5. P.S./I.S.66 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

the State's academic content standards;  
the State's student academic achievement standards;  
the State and local academic assessments including alternate assessments;  
the requirements of Title I, Part A;  
how to monitor their child's progress; and  
how to work with educators.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- providing workshops for parents conducted by staff developers in the content areas to provide materials and strategies that enable parents to be more effectively involved in the teaching and learning process. These workshops will address early childhood development, literacy, mathematics, science, social studies, the arts and parenting skills. The workshops and materials that will be provided to the parents will be differentiated to address the needs of a pre-k through grade eight population.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

providing workshops for parents conducted by the Early Childhood staff developer to provide materials and strategies that enable parents to be more effectively involved in the teaching and learning process.

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- the development by each teacher of annual parental involvement goals designed to increase parental involvement and communication. Teachers will achieve these goals through activities that include: newsletters, the development of websites, teacher maintained email accounts, and classroom activities and celebrations that involve parents as partners.

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. All parents will be informed through avenues of communication as follows:

Letters and flyers generated by the Administration and Parent Coordinator;  
Notices of meetings and workshops;  
Teachers created newsletters;  
Master email list serves; and  
Letters and notices issued by the Parent Association.

### PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e)Building Capacity for Involvement of the ESEA:

Other activities may include:

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging workshops during the school day and in the evening; and
- adopting and implementing model approaches to improving parental involvement.

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by this plan.

This policy was adopted by P.S./I.S.66 on 6/16/10 and will be in effect for the period of 2010-2011. The document is available in the Parent Coordinator's office and the Parent Association office to all parents of participating Title I, Part A children.

Joel Rubinfeld

Principal

June 16, 2010

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high

standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

## SCHOOL-PARENT COMPACT

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written School-Parent Compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under Section 1118- Parental Involvement- (b) School Parental Involvement Policy of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

NOTE: Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework. If they do use the template and include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by Section 1118- Parental Involvement (d)-Shared Responsibilities For High Student Academic Achievement into their School-Parent Compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

## SCHOOL-PARENT COMPACT

P.S./I.S. 66 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

#### PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

##### School Responsibilities

P.S./I.S. 66 will:

provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Teachers will plan and conduct lessons that are aligned with the New York State and New York City standards in all curriculum areas.

- hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Dates of conferences TBD.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - teacher newsletters;
  - parent workshops conducted by the Parent Coordinator and Staff Developers;
  - report cards distributed three times a year for elementary students and four times a year for middle school students;
  - Grade Web;
  - Scholastic Web; and
  - information and instructions on links to ARIS which includes current and historical data for each student.
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

class teas held in September;  
middle school orientation;  
Parent Teacher conferences;  
open school week;  
telephone calls;  
letters home;  
email; and  
on an as needs basis.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- school trips;
- classroom presentations;
- student/parent interactive workshops;
- assemblies;
- senior activities ; and
- open school week.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

supporting my child's learning by making education a priority in our home by:  
making sure my child is on time and prepared everyday for school;  
monitoring attendance;  
talking with my child about his/her school activities everyday;  
scheduling daily homework time;  
providing an environment conducive for study;  
making sure that homework is completed;  
monitoring the amount of television my children watch;  
volunteering in my child's classroom;  
ensuring that my child wears his/her uniform

participating, as appropriate, in decisions relating to my children's education;  
promoting positive use of my child's extracurricular time;  
participating in school activities on a regular basis;  
staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;  
reading together with my child every day;  
providing my child with a library card;  
communicating positive values and character traits, such as respect, hard work and responsibility; respecting the cultural differences of others;  
helping my child accept consequences for negative behavior;  
being aware of and following the rules and regulations of the school and district;  
supporting the school's discipline policy; and  
express high expectations and offer praise and encouragement for achievement;

## PART II OPTIONAL ADDITIONAL PROVISIONS

### STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

come to school ready to do our best and be the best;  
come to school with all the necessary tools of learning- pens, pencils, books, etc.;  
listen and follow directions;  
participate in class discussions and activities;  
be honest and respect the rights of others;  
follow the school's/class' rules of conduct;  
follow the school's dress code;  
ask for help when we don't understand;  
do our homework every day and ask for help when we need to;  
study for tests and assignments;  
read at least 30 minutes every day outside of school time; and  
read at home with our parents;  
get adequate rest every night;  
use the library to get information and to find books that we enjoy reading; and

give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

P.S./I.S. 66 will:

involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;

involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;

hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;

provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;

provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible; and

provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics.

SIGNATURES

School Staff-Print Name	Signature	Date
Joel Rubinfeld		6/16/10
Parent(s)- Print Name(s)		
Ramonita Booker		6/16/10
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school will conduct a comprehensive needs assessment with the use of the activities as follows: a review of the goals outlined in the Comprehensive Education Plan, the school report card and progress report, the Learning Environment Survey, student achievement data, Parent/Teacher Surveys, and other available data in ARIS. The administration, staff developers, teacher committees, and members of the Parent Association will review the current programs and determine what changes are necessary to better enable student achievement. A

professional development needs survey will be conducted to determine teachers' needs for professional growth to better enable exemplary instruction.

The Inquiry Team will continue to review student progress and determine the needs of the students who are below level.

## 2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



### Strategies:

The administrative team, professional development team and teachers will analyze data from school wide interim assessments to identify students' strengths and weaknesses and more effectively provide targeted differentiated instruction.

Students in grades four through six will receive small group instruction during period nine, extended day, three times a week for 50 minutes each session to develop their language arts skills.

After school programs for both enrichment and remediation will provide students with opportunities to increase their literacy skills.

Professional development sessions will be conducted to provide teachers with authentic modes of assessment, literacy strategies, questioning techniques, and flexible groupings for differentiation of instruction.

Inter visitations to identified classrooms will provide teachers with an opportunity to observe best practices.

Grade Meetings will be conducted to enable teachers to review student achievement and allow for curriculum planning.

A continued middle school writing initiative will focus on the skills and strategies for student achievement in writing.

A continued approach to balanced literacy will allow for the use of a variety of books which include: trade books, readers theater, novels, literature anthologies, classroom library collections and thematic units of study.

A daily ninety minute literacy block will enable a comprehensive reading and writing program.

Classroom teachers will be provided with materials to supplement their classroom libraries.

Teachers will develop literacy centers to enable students to work independently to increase their proficiency in literacy.

Teachers will plan thematic units of instruction that are aligned with city and state standards.

Teachers will provide instruction in test taking skills.

Teachers will provide students with winter and spring recess homework packets to reinforce skills and concepts in literacy for students in grades one through eight.

Teachers will use Smart boards to deliver more engaging instruction.

An itinerant ELL teacher will provide small group instruction to students identified as ELL learners.

The Inquiry Team will target and provide instruction to identified students.

A full time SETTS teacher will deliver small group instruction to students in need of academic intervention services.

In grades five through eight there will be an identified teacher for ELA instruction in each grade.

A Literacy/Enrichment Staff Developer will model, mentor and co-teach with classroom teachers and provide necessary resources and support.

A Network Support Specialist will provide professional development opportunities within the classroom setting for teachers to model strategies that would enable them to better assist students in need of academic intervention.

In grades five through eight there will be an identified teacher for Math instruction at each grade level.

A Mathematics Staff Developer will model, mentor and co-teach with classroom teachers and provide necessary resources and support.

A ninety minute math block which includes the use of games, manipulatives, computation, measuring, sorting, graphing, counting and estimation will be incorporated into each day.

Classroom teachers will be provided with materials to supplement their mathematics program.

Teachers will develop math centers to enable students to work independently to increase their proficiency in mathematics.

Teachers will provide students with winter and spring homework recess packets to reinforce skills and concepts in mathematics for students in grades one through eight.

- The Parent Coordinator will develop and conduct parent workshops in collaboration with the math staff developer to better enable parents to assist their children in the acquisition of mathematical skills and concepts.
- Teachers will differentiate the delivery of mathematics instruction to meet the needs of the students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Afterschool classes in both enrichment and remediation will be conducted by both staff developers and teachers for students in need of academic intervention as well as students seeking enrichment experiences.

o Help provide an enriched and accelerated curriculum.

Teachers, staff developers and Network Support Specialists will provide instruction in best practices and differentiated teaching methodologies.

See action plan strategies.

o Meet the educational needs of historically underserved populations.

N/A

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

A full tme SETTS teacher will work with students in need of academic intervention in small groups three to five times a week for 45 minutes sessions. The inquiry team will work with identified students throughout the year.

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

### 3. Instruction by highly qualified staff.

Staff members are encouraged to take course work that would lead to permanent certification in the area in which they are teaching. The administration is diligent in seeking teachers with the appropriate certification to match the available vacancies. Teachers who are unable to obtain the appropriate certification are given opportunities to teach in the area in which they are certified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

### Strategies :

Teachers will be scheduled to visit identified classrooms to observe best practices in instruction as delivered by staff developers.

- Differentiated professional development workshops will be conducted to address both the needs of teachers and to build their capacity.

Mentors will work with identified teachers and set long term and short term goals to address effective instruction and classroom management.

- Supervisors and staff developers will collaborate with teachers to plan and conduct engaging instruction that addresses the required units of study.
- Staff developers will model, co-teach and observe classroom teachers to provide effective strategies and constructive feedback.
- Network Support Specialists will provide professional development sessions to meet identified needs of teachers.
- Administrators will meet with teachers throughout the year to set, review and discuss the progress of their professional goals.

- Formal and informal observations will be conducted throughout the year to evaluate the implementation of instructional goals.
- The professional development team will meet periodically with administrators to discuss progress and next steps.
- Logs and work schedules will be created to effectively manage an organized support structure.

The administration conducts classroom observations, pre and post observation conferences and requires that all staff members set instructional and professional goals for the year. Professional development opportunities are offered to all staff members to build capacity and strengthen pedagogy. In collaboration with staff developers and colleagues, professional development in both a model classroom and through network support provide opportunities for teachers to observe, implement and reflect on best practices.

Mentors will work with identified teachers and set long term and short term goals to provide effective instruction and classroom management.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Each teacher is responsible for documenting and encouraging parent involvement and has been required to establish parental involvement as one of his/her goals. The teachers use grade web and Scholastic on-line resources to communicate with the parents. Staff developers and the Parent Coordinator offer grade specific and/or topic specific workshops for parents. A middle school orientation and classroom "teas" are held in September for teachers to meet with parents for an informal overview of the school year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The Early Childhood Staff Developer will conduct parent workshops that will enable parents to provide the necessary home support for their children to be successful in the early school years.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers meet with the administrative team and the data specialist to analyze assessment data and develop strategies for more effective differentiated instruction. An inquiry team will continue to study identified students in need of academic intervention and share the findings with the classroom teachers. The professional development team will meet with both the administration and teachers to discuss student achievement, resources to be used in the classrooms, school wide programs, and best practices. Grade conferences will be held throughout the year to review and reflect on best practices. Information is shared among the administration, support team members and teachers. The administration has an open door policy for all staff members.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Students in grades four through six will receive small group instruction during period nine, extended day, three times a week for 50 minutes each session to develop their language arts and mathematics skills.
- A daily balanced literacy approach using a variety of books which include: trade books, novels, literature anthologies, classroom library collections and thematic units of study will be implemented.
- Within the classroom, teachers will differentiate instruction to meet the needs of the students.
- In grades five through eight there will be an identified teacher for each of the core subject areas at each grade level.
- Students with special needs will be mainstreamed in general education classes.
- An Early Childhood Staff Developer will provide necessary resources and support for teachers in Pre-K. through grade two.
- Staff Developers will plan, co-teach, model, conference, mentor and provide staff development and resources for all staff members.
- After school classes in enrichment and remediation will provide students with strategies and units of study to increase student achievement.
- Network Support Specialists will provide a series of professional development opportunities within the classroom setting to model strategies for teachers to better assist students in need of academic intervention.
- The Inquiry Team will target and work with identified students.
- Mathematics programs which incorporates math games, use of manipulatives, computation, measuring, sorting, graphing, counting and estimation will be implemented.

School wide grade assessments are administered throughout the year to identify students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. Period nine, extended day, provides differentiated small group instruction in ELA and mathematics for students in grades four through six. To ensure that students' weaknesses are identified on a timely basis, teachers periodically assess their students and regroup students as needed.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



The SAPIS counselor meets with identified students in small groups to discuss social issues and develop conflict resolution strategies. A school wide character education program that reinforces positive behaviors is in place throughout the school. The Parent Coordinator conducts a nutrition workshop series for parents. A “community service” initiative is mandated for middle school students and as part of the curriculum in elementary classrooms.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>I.e., Federal, State, or Local</i> )	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool ( <i>Refer to Galaxy for school allocation amounts</i> )	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$664,674	True	
						True	

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
There is one student who currently resides in temporary housing.
2. Please describe the services you are planning to provide to the STH population.  The Parent Coordinator will work with this family to assist in any way needed. The family will be encouraged to join the Parent Association. The student will meet with the guidance counselor as needed. The student will be encouraged to attend afterschool activities and become an active member in school programs such as student government, school plays, etc.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A



## **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

**File Name - 28\_18K066\_102910-134724.doc**

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <span style="color: red;">type here</span>	District	School Number	School Name <span style="color: red;">type here</span>
Principal <span style="color: red;">type here</span>		Assistant Principal <span style="color: red;">type here</span>	
Coach <span style="color: red;">type here</span>		Coach <span style="color: red;">type here</span>	
Teacher/Subject Area <span style="color: red;">type here</span>		Guidance Counselor <span style="color: red;">type here</span>	
Teacher/Subject Area <span style="color: red;">type here</span>		Parent <span style="color: red;">type here</span>	
Teacher/Subject Area <span style="color: red;">type here</span>		Parent Coordinator <span style="color: red;">type here</span>	
Related Service Provider <span style="color: red;">type here</span>		Other <span style="color: red;">type here</span>	
Network Leader <span style="color: red;">type here</span>		Other <span style="color: red;">type here</span>	

### B. 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		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	%
------------------------------------	--	----------------------	--	---	---

## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

## Part III: ELL Demographics

### A. ELL Programs

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

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

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.

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

### B. ELL Years of Service and Programs

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

SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	
------	--	----------------------------------	--	-------------------------------	--

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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																
<b>TOTAL</b>	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

### Native Language Arts and Native Language Support

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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

Paste response to questions 5-14 here

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

#### E. Parental Involvement

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

Paste response to questions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

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

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

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

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

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

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 66					
<b>District:</b>	18	<b>DBN:</b>	18K066	<b>School</b>		331800010066

**DEMOGRAPHICS**

<b>Grades Served:</b>	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		94.0	95.2	94.9
Kindergarten	66	72	72				
Grade 1	100	88	75	<b>Student Stability - % of Enrollment:</b>			
Grade 2	69	87	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	48	78	85		99.7	99.4	99.4
Grade 4	60	51	79	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	80	60	48	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	81	104	105		56.9	66.8	69.6
Grade 7	115	79	105	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	78	111	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		7	10	5
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	0	0
Ungraded	1	1	3				
<b>Total</b>	<b>716</b>	<b>749</b>	<b>742</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	31	23	Principal Suspensions	61	51	56
# in Collaborative Team Teaching (CTT) Classes	10	10	0	Superintendent Suspensions	7	19	15
Number all others	55	58	45				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	51	54	49
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	16	6
# receiving ESL services only	11	16	TBD				
# ELLs with IEPs	3	6	TBD	Number of Educational Paraprofessionals	2	1	9

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	4	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	58.8	61.1	77.5
				% more than 5 years teaching anywhere	45.1	50.0	67.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	78.0	81.6
American Indian or Alaska Native	0.4	0.5	1.2	% core classes taught by "highly qualified" teachers	95.9	98.2	97.3
Black or African American	86.9	87.0	87.3				
Hispanic or Latino	9.2	8.4	8.1				
Asian or Native Hawaiian/Other Pacific	1.7	1.7	1.5				
White	1.8	2.1	1.9				
Male	50.4	49.3	46.2				
Female	49.6	50.7	53.8				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	59.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CEN604</b>	District <b>18</b>	School Number <b>66</b>	School Name <b>type here</b>
Principal <b>Lucille Jackson</b>		Assistant Principal <b>Mohamed Khan</b>	
Coach <b>Rena Varela</b>		Coach <b>Joanne Coico</b>	
Teacher/Subject Area <b>Rochelle Honigsfeld/ESL</b>		Guidance Counselor <b>Lisa Richardson</b>	
Teacher/Subject Area <b>Jewel Redhead/Special Ed.</b>		Parent <b>Ramonita Booker</b>	
Teacher/Subject Area <b>William Fiquet/Technology</b>		Parent Coordinator <b>Anthony Baker</b>	
Related Service Provider <b>Yolanda Clark/Speech</b>		Other <b>M. Faustin/Translator</b>	
Network Leader <b>Gregory Jaenicke</b>		Other <b>Katya Hottenstein/Spanish</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>742</b>	Total Number of ELLs	<b>16</b>	ELLs as Share of Total Student Population (%)	<b>2.16%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

PS/IS 66 has a population of 742 students which includes 16 English Language Learners, 2.16% as share of Total Population percent, whose primary language is other than English. The languages spoken by those students at home are, Haitian, Chinese, French and Spanish. We have 1 beginner, 8 intermediate, and 7 advanced students. Two certified ESL teachers provide small group (pull out) instruction to ELL students. The Language Allocation Policy Team is supported by the CEN 604 and is composed of the following members:

- Lucille Jackson, Principal;
- Gregory Jaenicke, Network Leader;
- Mohamed Khan, Assistant Principal;
- Rena Varela, Coach;
- Joanne Coico, Coach;
- Rose Naccarato, Early Childhood;
- Lisa Richardson, Guidance Counselor;
- Wanda Vega, Science;
- Ramonita Booker, PA President, and
- Anthony Baker, Parent Coordinator.

Two certified ESL teachers, Rochelle Honigsfeld and Susan Radow, conduct the initial screening process within a period of ten school days. Students who are new to the system are identified based on their HLIS (Home Language Information Survey) and an informal oral interview in English or in the native language is conducted. If a translator is required ICI provides support. Students whose home language is other than English receive the LAB-R test to determine their eligibility for ELL related services. If they are eligible, parents are informed of the choices of Bilingual, Transitional and ESL services offered by the NYSED through parent entitlement letters, survey and program forms and orientation meetings. In orientation meetings parents have the opportunity to view an ESL DVD and receive ESL materials. The letters and forms are distributed to the students' ATS teacher who is responsible for collecting returned forms. Returned forms are given back to the ESL provider and copies are retained in the ESL classroom. . PS/IS 66 offers a free standing ESL program. Parents who are interested in other programs are referred to the ICI. To date, one hundred percent of the parents have opted to keep their children in our free-standing pull out/push in program (16 parents in total for the 10/11 academic year). Once in the program, students must take the NYSESLAT in the spring. The results are used to determine the students' level as beginner, intermediate, advanced or proficient. Students who are proficient no longer need ESL services. As a pattern for proficiency in the 4 modalities we have seen that the first skill mastered by students is speaking, followed by listening, reading and lastly writing. The following information identifies the number of ELL's in each language group:

Spanish – Five students (one in kindergarten, one in grade one, one in grade two, one in grade three, and one in grade seven)

Haitian Creole – Six students (one in kindergarten, two in grade one, one in grade four, and two in grade eight.)

French – Two students (one in kindergarten and one in grade one)

Chinese – One student (one in kindergarten)

Other - Two students ( one in kindergarten, and one in grade four)

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	4	0	1	2	0	0	2	2					16
<b>Total</b>	5	4	0	1	2	0	0	2	2	0	0	0	0	16

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	10	0	0	4	0	2	0	0	0		14
<b>Total</b>	10	0	0	4	0	2	0	0	0		14

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

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

## 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	1	1	0	1	0	0	0	2	0					5
Chinese	1	0	0	0	0	0	0	0	0					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	2	0	0	1	0	0	0	2					6
French	1	1	0	0	0	0	0	0	0					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	0	0	0	1	0	0	0	0					2
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The instructional program for English Language Learners is consistent with CR Part 154 guidelines for time allocation of 2 units to beginners and intermediate and one unit for advanced students. Mini lessons, modeling and conferencing are used to explicitly teach a skill and or strategy. Our program strives to raise the standards of all ELL students in a free standing ESL program.

As an implication for language acquisition, all units of ESL instruction for ELLs will be based on content area and during the pull-out sessions students will be supported through the use of strategies as outlined in the comprehensive approach to balanced literacy and comprehensive approach for mathematics. Focus will be on reading, writing, listening, comprehension and speaking as the five standards for ESL instruction are followed. Literacy, math, social studies and science are taught through connections with language development. The following materials

and strategies are used for effective instruction:

#### Materials

Treasures Reading Anthology (and guided readers K-5)  
Treasures Supplemental ESL Activities (K-5)  
Glencoe Reading Anthology (and independent readers/class novels 6-8)  
Glencoe Supplemental ESL Activities (6-8)  
McMillan/McGraw Hill Math (K-5)  
McMillan/McGraw Hill Math Supplemental ESLactivities (K-5)  
McDougal/Little Math (6-8)  
McDougal/Littell Math Supplemental ESL Activities (6-8)  
New York Science (K-8)  
Creating America (K-8)  
Dept. of Ed. Units of Study Social Studies Trade Books

#### Strategies

Small group instruction  
Graphic organizers  
Hands on activities  
Integration of visual arts  
Conferencing  
Peer Tutoring  
Kinesthetic activities  
Integration of technology  
Use of manipulatives  
Integration of music  
Independent/group work  
Listening/Speaking activities

The ESL teachers will meet with staff developers, teachers and supervisors, as well as with related services staff, to plan and design instruction for ELLs. The plan for SIFE (Students with Interrupted Formal Education) is to re-evaluate their needs upon reentry.

All classes are heterogeneously grouped and classes travel together as one group. Students in grades three and four departmentalize in math and English Language Arts. Students in grades five through eight departmentalize for all their core classes and enrichment courses.

Students who are deficient in writing are helped using the pull-out model for small group instruction. Computer assisted instruction as well as audio and video is used to foster achievement.

Newly enrolled ELLs meet with administration, members of the School Based Support Team to become acclimated to the school community. Classroom teachers assign a class buddy/mentor to provide smooth transition. Newly enrolled ELLs who achieve proficiency on the LAB-R may be given a transition letter or remain in the freestanding ESL program at the parent's request. Newly enrolled ELL's who are not proficient as indicated on the LAB-R are given a Continued Entitlement letter.

Students who achieve at or above English proficiency on the NYSELAT are not eligible for ELL services however transitional supports are implemented by the classroom teachers. Supports include continued collaboration with the ESL provider for best practices, peer tutor, conferencing, small group instruction, medial and interim assessments. Parents are informed of student progress.

Students who are identified as long term ELLs will be provided with additional instructional time in literacy and get small group instruction and push-in services.

## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The ESL teachers will meet with staff developers, teachers and supervisors, as well as with related services staff, to plan and design instruction for ELLs. The plan for SIFE (Students with Interrupted Formal Education) is to re-evaluate their needs upon reentry.

All classes are heterogeneously grouped and classes travel together as one group. Students in grades three and four departmentalize in math and English Language Arts. Students in grades five through eight departmentalize for all their core classes and enrichment courses.

Students who are deficient in writing are helped using a \_\_\_\_\_ model for small group instruction. Computer assisted instruction as well as audio and video is used to foster achievement.

Newly enrolled ELLs meet with administration, members of the School Based Support Team to become acclimated to the school community. Classroom teachers assign a class buddy/mentor to provide smooth transition. Newly enrolled ELLs who achieve proficiency on the LAB-R may be given a transition letter or remain in the freestanding ESL program at the parent's request. Newly enrolled ELL's who are not proficient as indicated on the LAB-R are given a Continued Entitlement letter.

Students who achieve at or above English proficiency on the NYSELAT are not eligible for ELL services however transitional supports are implemented by the classroom teachers. Supports include continued collaboration with the ESL provider for best practices, peer tutor, conferencing, small group instruction, medial and interim assessments. Parents are informed of student progress. Students who are identified as long term ELLs will be provided with additional instructional time in literacy and get small group instruction and push-in services.

ELLs who are identified at risk or who have special needs are evaluated by the SBST with the parent's approval to determine what other services are needed. Service for ELLs who also receive Special Education services are provided in accordance with students' individual Education Programs. To ensure equal access to all students all classroom teachers are notified of all programs that students may be eligible to apply for (eg. Student Council, Service Squad etc.) After school tutorial programs are offered to students in grades three through eight in math and ELA.

All classes are taught in English. Students' native languages are not used in instruction or assessment. All elements of balanced literacy are incorporated into the instructional program, which include manipulatives, visual aids, books on tape, videos, computers, smartboards, laptops, lcd projectors, overhead projectors, listening centers, charts, and field trips to enable our ELLs reach the standards.

The ESL teachers are ESL certified, and related services and mainstream teachers are certified in their areas. All school staff are provided

with ongoing professional development opportunities (a minimum of 7.5 hours) at grade conferences, faculty conferences, and workshops that enable them to increase ELL student achievement. Professional development opportunities include but are not limited to understanding the Home Language Identification survey HLIS and ESL placement, a review of the ESL program, modifications for ELLs, and scaffolding instruction for ELLs. Attendance documentation is maintained by administration. Intra-visitations and collaborative meetings between classroom teachers and ESL providers serve to observe best practices and provide smooth transition from one school level to another.

ELLs are administered the English Periodic Assessment. The administration conducts data meetings to analyze the results from each assessment in order to better inform instruction and target the needs of all students including ELLs. As a result of data analysis, the school community has learned that vocabulary, comprehension and inferencing skills require further development for ELLs. Lesson plans document differentiated strategies and flexible groups to address these specific targets.

We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level. According to the NYSESLAT exam history report, thirty to forty percent of the ELL population test out of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

#### Staff Development

Professional development opportunities are offered to teachers throughout the year. Topics include, but are not limited to English Language Arts, the writing process, Mathematics, Science, Social Studies, looking at student work, the arts, multiple intelligences and differentiated instruction, etc. ESL strategies to address the needs of our ELL population are embedded into all workshops. ESL teachers attend network, citywide and national conferences and trainings to keep abreast of current ESL trends as well as workshops provided by the office of ELLs. Those workshops include ESL and data analysis, differentiated instruction for ELL's, tiered instruction, reading and writing strategies for ESL teachers, etc.

### E. Parental Involvement

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

The Parent Coordinator collaborates with the School Based Support Team and the Parent Association to plan and implement workshops and volunteer opportunities for parents including parents of ELLs. Teachers involve parents through parent teacher conferences, classroom visitations, parent/student academic activities, and field trips. Community based organizations that support parent involvement include: The Friends United Block Association, Chase Bank, NYU Parent Corps and Bridges. A parent needs survey evaluates the needs of the parents and enables the school to plan accordingly. Parents have participated in activities that include but are not limited: Basketball Team, Senior Day, Fall Family Fun Carnival, March of Dimes Fund Raiser, Movie Night, Field Trips, and Bake Sales.

Upon completion of the home language identification survey, parents attend orientation workshops that help them understand the different options provided by the NYCDOE. The Parent Coordinator maintains parent communication throughout the year to inform parents of school based workshops that enable them to get involved in and meet the needs of their children. Translation services are available for workshops, phone and personal conferences.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		2	2		4
5					0
6		1			1
7	1	3	1		5

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	1								1
NYSAA Bilingual Spe Ed									0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5					1		1		2
8	1				1				2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

**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.

## Additional Information

weaknesses of their students and group them according to current ability. This also informs the delivery of instruction and allows for differentiation using flexible grouping. The trends show that ELL students benefit from this flexible grouping, differentiation and small group instruction. This data is used as formative assessment throughout the year to enable teachers to determine next steps. Teachers will use these results to conference with students and parents. Students in grades four through six also benefit from small group instruction during period nine, extended day.

Periodic assessments will be administered to all ELLs throughout the year.

Based on the information from teachers, student assessments, conferences with ESL teachers, classroom teachers, parents, and support staff, our ESL program benefits our students and increases student achievement.

## Part VI: LAP Assurances

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

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

	Network Leader		
	Other		