



P.S. 066 JACQUELINE KENNEDY ONASSIS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 066 JACQUELINE KENNEDY ONASSIS
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010066 **SCHOOL NAME:** P.S. 066 Jacqueline Kennedy Onassis

SCHOOL ADDRESS: 85-11 102 STREET, QUEENS, NY, 11418

SCHOOL TELEPHONE: 718-849-0184 **FAX:** 718-846-6889

SCHOOL CONTACT PERSON: PHYLLIS LEINWAND **EMAIL ADDRESS:** PLEinwa@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marygrace O'Gara

PRINCIPAL: PHYLLIS LEINWAND

UFT CHAPTER LEADER: Marygrace O'Gara

PARENTS' ASSOCIATION PRESIDENT: Moriama Mojica

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Knowledge Network Learning Support Organization

NETWORK LEADER: KATHLEEN LAVIN/Olga Mejia-Glenn

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Phyllis Leinwand	Principal	Electronic Signature Approved.
Patricia Sheehan	Admin/CSA	Electronic Signature Approved.
Marygrace O'Gara	UFT Chapter Leader	Electronic Signature Approved. Comments: Unable able to approve due to time constraints
Donna Reynolds	UFT Member	Electronic Signature Approved.
Moraima Mojica	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Annie DelaCruz	Parent	Electronic Signature Approved.
Italia Estrada	Parent	Electronic Signature Approved. Comments: Parent unable to enter decision.
Jacqueline Ruiz	Parent	Electronic Signature Approved.
Jeanny Roldan	Parent	Electronic Signature Approved. Comments: Parent unable to enter information in computer.
Allegra Boriello	UFT Member	Electronic Signature Approved.
Roseann Amore	UFT Member	Electronic Signature Approved.
Keriakoula Godoy	Parent	Electronic Signature Approved.
Ingrid Mejia	Parent	Electronic Signature Approved.

Helen Scavone	DC 37 Representative	Electronic Signature Approved.
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* 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.

□□□

PS 66 Queens is a diverse, collaborative school community dedicated to achieving high standards of academic excellence in all subject areas for all of our students. Our goal is to educate and support students toward realizing their full potential as productive members of society. Through high quality, standards-driven instruction, a nurturing environment and the development of civic, social, and technological skills necessary to function productively in the world, we create a community of life-long learners.

Our student's mission statement is to be a school where all children work hard, make friends with one another and develop responsibility, truthfulness and respect within a safe learning environment.

PS 66 is a small neighborhood school providing education for 470 students from PreK-5. It has been a stalwart in this area of Queens for 111 years. Our greatest assets are our teachers and their dedication to our children. One hundred percent of the teachers are state certified and licensed. The school staff has maintained strong ties to the ethnically-diverse parent community. Our students encompass a variety of ethnic and racial backgrounds resulting in a sense of tolerance and respect that permeates throughout the building. We continue to welcome a large number of children who are English Language Learners. One reason for our historical success is the continued dialogue between staff and parents. This is accomplished through the PTA, Parent Coordinator, and a cohesive School Leadership Team.

Staff and parents, as equal partners, are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible, and contributing members of society. All standards are intended to help bring students to high levels of performance to meet the rigors and demands of life in the new century.

With the assistance of our Parent Coordinator, we will strengthen parent and community involvement. We recognize that family involvement is an essential ingredient for a successful educational program.

Students develop important decision-making, critical thinking, and technological skills, and the ability to communicate effectively. All students know what is expected and the school is organized for effort. In this regard, PS 66 establishes clear expectations for achievement that are well understood by the students, parents and teachers.

When success is achieved it is recognized and celebrated through commendation, exhibition of work, and praise. All our curriculum is geared to standards and as much time necessary is used to meet learning expectations.

Academic Intervention Services are provided for those students who require additional assistance to meet the standards in ELA, Math, science, and social studies. Intensive guidance and support services are provided for students experiencing difficulties that impact upon their ability to achieve academically. The school has developed many Academic Intervention Service programs including before school programs for grades 3, 4, and 5 to assist those children in need of intervention. An IEP teacher services children who scored Level 1 or 2 on assessments during the day. A 37 ½ minutes extended day after school program is implemented for all grade 3, 4, and 5. Students are provided with an opportunity to transfer skills and knowledge into everyday life.

Expert instruction aligned to curriculum is provided and professional development is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals. Professional development is coordinated by a Curriculum Team, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development.

We have been honored with the following awards:

In 2008, we were recognized by the State and the City as a Title I school of distinction for exceeding the adequate yearly progress target for two or more years in ELA and Math.

We received the High Performance Gap Closing School Award for school year 2005-2006.

The New York State Business Council has recognized our reading improvement with the esteemed Pathfinder Award of 2002.

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. 066 Jacqueline Kennedy Onassis								
District:	27	DBN #:	27Q066	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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	18		93.7	93.9	TBD		
Kindergarten	80	62	75						
Grade 1	73	82	74	Student Stability - % of Enrollment:					
Grade 2	61	59	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	72	72	72		90.7	92.08	TBD		
Grade 4	67	81	70						
Grade 5	69	73	78	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		75.6	75.6	88.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	11	TBD		
Grade 12	0	0	0						
Ungraded	4	0	1	Recent Immigrants - Total Number:					
Total	426	429	468	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	1	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	17	31	42	Superintendent Suspensions	0	0	TBD		
Number all others	18	27	31						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	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	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	96	109	114	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	3	20	Number of Teachers	31	34	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(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	96.8	100	TBD
				% more than 2 years teaching in this school	77.4	73.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.3	58.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	82	TBD
American Indian or Alaska Native	0.7	0.5	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	7.5	9.8	9.6				
Hispanic or Latino	65	65	66.7				
Asian or Native Hawaiian/Other Pacific Isl.	16.4	14.5	14.1				
White	10.3	9.3	7.5				
Multi-racial							
Male	49.1	51.3	48.9				
Female	50.9	48.7	51.1				
2009-10 TITLE I STATUS							
<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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
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	√	√					
Student groups making AYP in each subject	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	92	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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

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?

Through review of our most current quantitative and qualitative data, consultation during Leadership Team meetings, staff conferences, grade conferences, the Learning Environment Survey, and PTA meetings, etc., we have evaluated and shared information derived from the above assessments resulting in a number of conclusions and concerns.

Through the development of decision-making, critical thinking, and technological skills, children have developed the ability to communicate effectively. Academic responsibilities are clearly defined for all students. Assessments beyond standardized tests have shown a growth in ELA, Math and Science scores.

In spring of 2010, 97.3% of PS 66's students met the standard with 69.8% at proficiency with a level 3 or 4 score. We exceeded our Peer Horizon group as well as the City Horizon during this 2010 period where the state raised the bar holding students to a more rigorous academic standard.

Prior to this, performance trends had been steadily increasing over the years with a total of 90.0% of our students in 2009 scoring at Levels 3 and 4 in the ELA Reading test (an increase of 3.66% from 2007-08) and 99.1% in the math (an increase of 2.1% from 2007-08 assessments administered in the areas of math and reading help teachers focus on specific student areas in need of extra instructional support. Those identified students receive intensive guidance and support services in the content areas through AIS, an A.M. program, and the 37 ½ minutes extended day after school program. With these support services, those Level 1 and 2 students have shown a marked improvement. ECLAS benchmarks and EPAL practice tests show that the intervention strategies for Level 1 and 2 students are making an impact.

Over the past several years we have had many significant accomplishments.

- We were selected in 2008-2009 as the Category 1, Title I School of Distinction in New York State. This award is bestowed upon schools that have shown Exceptional Student Performance for two or more consecutive years.
- The school has made 100% literacy our beacon as is evidenced in the increase of students achieving Level 3 and 4 on the NYS ELA.
- The New York State Business Council has recognized our reading improvement with the esteemed Pathfinder Award of 2002.
- We received the High Performance Gap Closing School Award for school year 2005-2006.
- Emphasis on attendance improvement led to a growth from 93.9% in 2009 to 94.2 % in 2010.

- A Balanced Literacy Model is utilized where students are required to take an active role in the lessons.

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The school's continuous improvement can be attributed to many factors.

There is a culture in the building of intrinsic respect which aids our instruction.

Teachers are encouraged to attend a wide array of professional conferences to keep them on the cutting edge of education.

In 2006 we were recipients of a pilot computer program for Grades K-3 entitled Orchard. Orchard provides students with ELA and Math resources to supplement their regular classroom instruction. We have expanded the program to include grades 4 and 5. Orchard's Skill Tree program is correlated to our state's standards in English Language Arts and Math. Due to our success in implementing these programs, we also purchased an on-line subscription to "**Orchard On-Line Language Arts and Math**" which is a rich language learning resource and math practice to supplement students' regular classroom and home-link instruction. This also aids our growth in both subject areas.

During our Career Day, parents discussed with students their various careers including education needed, training, etc.

Although there is a supportive attitude, strategies are needed to enable parents to provide academic assistance especially with caretakers who are not-English speakers. Through the assistance of our Parent Coordinator, we will continue to implement parent workshops in the area of English Language classes, homework assistance, nutrition, testing awareness, and behavioral strategies.

With the trends toward an increase in our ELL population, we will continue to emphasize strategies for the classroom teacher in all curriculum areas to address the needs of these children. We have established an ELL program for children in homes where English is a second language to promote literacy in the English language. Students are engaged in many group activities and a strong literacy and language program which is directly related to all curriculum areas.

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"/> By June 2011, all students will increase reading scores by 3% as measured by the NYS ELA examination. Students will score at or above Performance Level 2.	<input type="checkbox"/> A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.
<input type="checkbox"/> By June, 2011, all students will increase math scores by 3% as measured by the NYS Math examination. Students will score at or above Performance level 2.	<input type="checkbox"/> A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.
<input type="checkbox"/> By June 2011, all ESL/ELL students will show a 3% improvement in ELA performance as measured by the NYS ELA examination.	<input type="checkbox"/> NYSESLAT scores will also be evaluated for a 3% growth from the previous year.
<input type="checkbox"/> By June 2011, we will raise parent involvement by 3%, bringing staff and parents together on the issues and concerns regarding the improvement of instruction and test scores.	<input type="checkbox"/> We will promote participation and positive support of the PTA and parent involvement in our school through active discussions with our School Leadership Team and the UFT Chapter Chairperson as measured by attendance at school meetings.

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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, all students will increase reading scores by 3% as measured by the NYS ELA examination. Students will score at or above Performance Level 2.</p>
<p>Action Plan 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>Student literacy and the importance of using students’ work as a means of assessing progress toward meeting the performance standards is a priority. This information, combined with ongoing data such as is found in NYStart and Acuity, (Instructionally Targeted Assessments, Predictive Assessments), ECLAS, EPAL, ELA etc., allows staff to continually frame their instructional plans to address individual needs and maximize student growth in all curricula areas.</p> <p>To determine instructional needs, it is important that the entire staff not only use standardized data, but that teachers examine student work. In the area of reading, we utilize a balanced literacy model. This incorporates our classroom libraries and other resources. Our focus is to inspire children to read, develop comprehension and phonemic awareness. These techniques, in addition to the use of other modalities, facilitate the realization of our school goal: to improve pupil literacy in accordance with the Standards.</p> <p style="text-align: center;">Classroom teachers will implement <i>Month-by-Month Phonics</i> in grades 2-5 and <i>Foundations</i> for our early childhood teachers (K-1).</p> <p style="text-align: center;">Classroom teachers also incorporate the classroom library as part of the literacy block. All classrooms have been provided with leveled libraries by the Mayor’s Initiative. In addition we have purchased additional libraries to supplement the students’ appreciation of fine literature.</p> <p style="text-align: center;">Treasures Reading System has been implemented in grades K-5. This comprehensive, research-based reading program offers a wealth of high quality</p>

literature to engage learners. Explicit instruction and ample practice ensure students' growth in reading proficiency. Each week's lesson integrates grammar, writing, and spelling for a total language arts approach. There is a computer component that differentiates instruction. With the introduction of Pre-K to our school we incorporated *Little Treasures* which is a developmentally appropriate, research-based curriculum that supports all areas of literacy and language development. It is designed to prepare our students for the academic and social demands of Kindergarten.

Triumphs, a component of the *Treasures Reading System*, is the intervention program that provides appropriate reading materials along with explicit instruction and additional practice. Included in the program are validated diagnostic and prescriptive tools to determine needs and put students back on track.

Treasure Chest is the K-5 comprehensive component of Treasures with differentiated instruction for language acquisition for our English Language Learners. A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.

The following measures are used to evaluate student progress:

Standardized ELA exams are administered as prescribed by the state guidelines in grades 3-5.

ECLAS testing for Grades K-3 takes place twice a year. In grades K-3, ECLAS will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs.

EPAL exam for Grade 2 takes place in the January and is used to evaluate student comprehension and writing ability in conjunction with ECLAS.

To meet and exceed City and State performance standards, students in grades 3-5 will be administered benchmark assessments in reading and mathematics.

Instructionally Targeted Assessments (ITAS), Predictive Assessments and Ed Performance assessments will be generated to help teachers focus on specific areas in which students are in need of extra instructional support.

Strategies and activities for delivering a high-quality instructional program that is aligned with the state ELA standards for ALL students include:

Staff and parents as equal partners, are focused on empowering all students with the academic skills and rich civic and social experiences to further their educational goals.

All members of our school community will share accountability for creating a positive and supportive educational environment, and for achieving successful student

outcomes.

Academic Intervention services will be provided for those students who require additional assistance to meet the standards in ELA (students who scored Level 1 or 2 on the ELA).

Students will develop important decision-making, critical thinking, and technological skills, and the ability to communicate effectively.

Class trips to cultural institutions, institutions of higher learning, cultural or historic events are planned.

Internet explorations for research projects are utilized.

AM (Morning) Program and PM Academy providing Reading/Math Instruction for Level 1 and 2 students.

Project-based opportunities--small research projects will be assigned to enable students to begin using a variety of materials to gather information.

37 ½ minutes extended day for small group instruction

25 book initiative

Wilson program for phonemic acquisition in grades 3-5

Kaplan K12 program test taking methodology

Our school will continue to provide workshops for parents on a continuing basis in such areas as parenting skills, homework assistance, reading strategies and test interpretation. Our Parent Coordinator holds bi-weekly ELL workshops for parents learning English.

Summer Success for those students who scored Level 1 or 2 on the ELA.

Continue full implementation of the balanced literacy prototype based on the citywide literacy core curriculum, including providing the supporting interim assessments, literacy pacing calendars, appropriate professional development for all staff.

Continue development of support models in order to emphasize balanced literacy including classroom libraries and using the shared inquiry approach to stimulate critical thinking and to promote an awareness of fine literature in various genres and to foster a love of reading.

The Month by Month Phonics and/or Wilson *Foundations* will be used as a supplement to other planned instruction in reading and writing using classroom libraries. Accompanying books and instructional supplies will be provided in kits for all K-3 teachers implementing the program.

ECLAS will be used by teachers to drive instruction in the needed areas as indicated by individual student's levels.

We will develop critical thinking and comprehension skills as well as foster a

love of reading to support and reinforce the English Language Arts Standards.

Classroom libraries will consist of children's literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing.

Classroom reading activities and instruction will be supported by leveled libraries. Each level represents progressively challenging texts. These leveled libraries will guide the children as they negotiate their way through reading. This initiative will support our school goal to improve literacy.

Cluster teachers using content area reading strategies will emphasize critical thinking, thinking maps, reading and writing skills in order to promote and reinforce a school wide focus on literacy.

We will 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.

Monthly writing samples will be developed through staff training provided by coaches and support staff.

Student writing skills will be developed through staff training provided by coaches and support staff.

Writing process using journal writing and use of computers will be emphasized. Small research projects will be assigned to enable students to begin using a variety of materials to gather information.

Students will maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students' work carefully to change their raw material into published pieces.

In the lower grades teachers invite students to take risks in recording their oral sentences into written text.

The Orchard on-line reading program, introduced this year, is a data driven technology component that targets instruction based on targeted needs of individual students. It is used for general education, SETSS and ELL students as a tool to individualize student practice in an effort to meet their goals.

Classroom teachers were trained and are now utilizing Acuity results to individualize instruction based on the suggested learning objectives and prescriptions from these citywide programs.

The teacher in charge of the Library will collaborate with the classroom teachers, suggest literature and provide the children with the opportunity to select books for pleasure reading and research projects.

The teacher will enhance literature in the content area.

	<p>Intervention Teachers, using SWP and EGCSR funds provide support to at-risk students in grades 1-5. Small group instruction takes place in each class in order to realize our school goal of improving pupil literacy. Specific student subgroups that performed below the Annual Measurable Objective are included in all intervention supports. They include AIS, ELL, Extended Day Programs, Lunch and Learn, and other measures to address the needs of these students.</p> <p>We have established “Inquiry Teams” on every grade level where staff members provide instruction to students with learning difficulties to decide on best practices. The program emphasizes observations of students framed under specific constructs of learning. These constructs include: Attention, Memory, Language, Visual-Spatial Ordering, Temporal-Sequential Ordering, Motor Skills, Social Cognition and Higher Order Cognition. The teams observe students to ascertain which constructs of learning are in good standing and which are lacking in development. Teachers work with students to manage areas of weak functioning. At the same time, teachers learn about students’ strengths and affinities and teach them how to utilize these advantages to gain momentum and success in a school environment.</p> <p>High quality professional development in Literacy and data retrieval is provided for teachers, staff members and parents as part of an overall plan for the school.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/> EGCSR (School Support Supplement and Title IIA Supplemental), Title I SWP, Title I ARRA, Title III, Tax Levy Fair Student Funding, C4E for Coach PD, IDEA money for special education programs and support.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>NYS Standardized Tests above level 2, DRA reading assessments monthly BADER Reading and Language Inventory monthly Teacher created tests (mastery = 70%) given as weekly assessments and monthly unit and benchmark assessments, Treasures Reading System weekly assessments and monthly Benchmarks, ECLAS – level 7-8 for 3rd grade given twice yearly, E-PAL once per year Grade 2, ITAs twice a year, once in the Fall and once in the Spring,</p>

	<p>Predictive Assessments once as determined by DOE to predict NYS ELA results,</p> <p>EdPerformance series, 3x a year</p> <p>Portfolio assessments daily.</p> <p>Conferencing with students a minimum of twice a week.</p> <p>Comparison of 2010-2011 test scores.</p>
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Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June, 2011, all students will increase math scores by 3% as measured by the NYS Math examination. Students will score at or above Performance level 2.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>In the area of math, Everyday Mathematics supplemented will provide the foundation of our instructional program. The Math Coach will facilitate staff development to familiarize all staff with the tenets of these programs. This particular program encourages the use of critical thinking, high order thinking skills and problem-solving to meet the Math Standards. Manipulatives have been provided for classroom use.</p> <p>The AIS/Grade Liaison teachers will address the needs of our struggling students. The AIS/Grade Liaisons will provide a model for academic intervention services to assist our classroom teachers in meeting the needs of our struggling students in grades K through 5.</p> <p>A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. The following measures are used to evaluate student progress:</p> <p style="text-align: center;">Standardized Math exams are administered as prescribed by the state guidelines in grades 3-5.</p> <p style="text-align: center;">To meet and exceed City and State performance standards, students in grades 3-5 will be administered benchmark assessments in reading and mathematics. Instructionally Targeted Assessments (ITAS), Predictive Assessments and Grow</p>

Report will be generated to help teachers focus on specific areas in which students are in need of extra instructional support.

Implementation of the Everyday Mathematics (Core curriculum).

Continue implementation of a hands-on problem solving approach in mathematics, which promotes repeated exposure to new concepts and skills to foster mastery.

The NYC pacing calendar will be used as a guide for grade topics.

The math standards will be used as the overall guide for expected achievement.

The materials used focus on skills and strategies and will provide students with an additional opportunity to develop mastery through practice.

Holiday packets including math problems will be provided to students in all grades for practice at home during extended vacations.

Provide interim assessments, appropriate professional development for all relevant staff.

Using the workshop model of instruction students will have the opportunity to be active learners in order to become more effective problem solvers.

The workshop model leads to the development of mathematical communication skills for each student.

Students will be encouraged to communicate through reading, writing, listening and speaking.

Formal and informal assessments are ongoing and interconnected to drive instruction.

The characteristics of standards based instruction are to:

challenge the student with intellectually and academically rigorous instruction

reflect a core of knowledge that is important, organized around major concepts, and requires in-depth investigation

make interdisciplinary connections between and among subjects
give students opportunities to engage in tasks that are experiential and authentic in meaningful contexts

provide students with an opportunity to evaluate and revise work in collaboration with peers and teachers so that the work meets standards

engage students individually in groups and as a whole class.

involve the use of a variety of resources and appropriate materials available within and beyond the classroom

engage students in accountable talk and high level thinking—require them to raise questions, solve problems, and apply reason to a problem or task.

- **Staff and parents as equal partners, are focused on empowering all students with the academic skills and rich civic and social experiences to further their educational goals.**
- **All members of our school community will share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.**
- **Academic Intervention services will be provided for those students who require additional assistance to meet the standards in Math (students who scored Level 1 or 2 on the Math test).**
- **Students will develop important decision-making, critical thinking, and technological skills, and the ability to communicate effectively.**
- **AM (Morning) Program Math Instruction for Level 1 and 2 students.**
- **Thursday and Friday Academy for after school Math instruction for Level 1 and 2 students.**
- **Project-based opportunities-- small research projects will be assigned to enable students to begin using a variety of materials to gather information. 37 ½ minutes extended day for small group instruction**
- **Kaplan K12 program**
- **Our school will continue to provide workshops for parents on a continuing basis in such areas as parenting skills, homework assistance, reading strategies and test interpretation.**
- **Summer Success for those students who scored Level 1 or 2 on the ELA.**
- **The math standards along with NYS processing and content strands will be used as the overall guide for expected achievement**
- **Align the monthly tasks with the performance indicators in the Core Curriculum as a form of assessment or Benchmark.**
- **All City and State Exams, and the NYStart and Acuity reports will be used by teachers to drive instruction in the needed areas as indicated by individual student levels.**
- **We have establish a Grade 4 Intensive NYS Math test Preparation program for selected students.**
- **Provide students with hands-on experiences using manipulatives in conjunction with problem-solving strategies.**
- **Intervention Teachers, using SWP and EGCSR funds provide support to at-risk students in grades 1-5. Small group instruction takes place in each class in order to realize our school goal of improving pupil literacy. Specific student subgroups that performed below the Annual Measurable Objective are included in all intervention supports. They include AIS, ELL, Extended**

	<p>Day Programs, Lunch and Learn, and other measures to address the needs of these students.</p> <p>High quality professional development in Math is provided for teachers, staff members and parents as part of an overall plan for the school.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/> EGCSR (School Support Supplement and Title IIA Supplemental), Title I SWP, Title I ARRA, Title III, Tax Levy Fair Student Funding, C4E for Coach PD, IDEA money for special education programs and support.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>NYS Standardized Tests—above level 2 and/or above City and State Reference Point.</p> <p>Comparison of 2010-2011 test scores.</p> <p>NYSstart report,</p> <p>Acuity reports—ITAs twice a year--Fall and Spring,</p> <p>Predictive assessments --once a year January;</p> <p>Everyday Mathematics Unit Assessments,</p> <p>Teacher made weekly assessments,</p> <p>Teacher observation,</p> <p>Daily portfolio assessments.</p> <p>Rally, Kaplan assessments and other Benchmarks.</p>

Subject Area
(where relevant) :

ESL/ELL Performance in ELA

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/> By June 2011, all ESL/ELL students will show a 3% improvement in ELA performance as measured by the NYS ELA examination.</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>At PS 66 we have established an ELL program for children in homes where English is a second language to promote literacy in the English language. Students are engaged in many group activities and a strong literacy and language program which is directly related to all curriculum areas. Our classroom teachers receive training from the ELL teachers on a monthly basis in the use of ELL strategies in all curriculum areas.</p> <p>Since our school is comprised of children from many countries, it is important to facilitate their adjustment to their new surroundings. The focus of the teacher is to develop language skills that will enable them to function effectively in their regular classrooms. In addition, the areas of self-esteem and confidence building are emphasized. All teachers who have ELL students are provided with appropriate instructional strategies in order to meet the needs of the children within the confines of their classrooms. Also, the ELL, AIS and the Coach teachers provide additional support and staff development as needed, in strategies to use in the classroom for ELL students for all grades.</p> <p>With the growing number of ELLs in our school, and the mandated time that must be provided, we have established self-contained ELL classes. We increased the number of ELL teachers to three in this school year to ensure that all students have the services they require. Two ELL teachers implement a push-in/pull-out program for students in Grades K-5 to provide ELL/ESL content area instruction supported by ELL methodologies.</p> <p>In order to enable Kindergarten children to learn a new language and adapt to a new culture while maintaining esteem for the traditions and values they bring with them, the ELL teacher will use approaches based on meaningful communications using natural language including direct experiences with concrete objects and extensive use of illustrations.</p> <p>All ELL students will participate in a Multicultural Fair in which they will utilize skills learned in the aforementioned program. Self-esteem will be enhanced as a result of pupil participation. ELL teachers will provide strategies for use in the classroom to develop language and literacy skills in our ELL student body. 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.</p>

	<p>High quality professional development in ELL strategies is provided for teachers, staff members and parents as part of an overall plan for the school.</p> <p>Treasure Chest is the K-5 comprehensive component of Treasures with differentiated instruction for language acquisition for our English Language Learners.</p> <p>A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis.</p> <p>The following measures are used to evaluate student progress: Standardized ELA, Math, Science and Social Studies exams are administered as prescribed by the state guidelines in grades 3-5. ECLAS testing for Grades K-3 which takes place twice a year. In grades K-3, ECLAS will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs. EPAL exam for Grade 2 takes place in January and is used to evaluate student comprehension and writing ability in conjunction with ECLAS. To meet and exceed City and State performance standards, students in grades 3-5 will be administered benchmark assessments in reading. Instructionally Targeted Assessments (ITAS), Predictive Assessments will be generated to help teachers focus on specific areas in which students are in need of extra instructional AIS support.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/> EGCSR (School Support Supplement and Title IIA Supplemental), Title I SWP, Title I ARRA, Title III for supplemental programs, Tax Levy Fair Student Funding, C4E for Coach PD, IDEA money for special education programs and support.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> NYSESLAT will be administered in the Spring, ITAs twice--Fall and Spring, Predictive assessments once in January Standardized Tests above level 2, Teacher created tests (mastery = 65%) given as weekly assessments ECLAS – level 5 for 3rd grade</p>

	<p>EPAL grade 2—January Treasures Reading System weekly assessments and monthly Benchmarks Teacher Portfolio assessments daily Conferencing with students minimum twice a week Comparison of 2010-2011 test scores DRA reading assessments monthly Fountas and Pinnell Reading and Language Inventory 4 times a year.</p>
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Subject Area
 (where relevant) :

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will raise parent involvement by 3%, bringing staff and parents together on the issues and concerns regarding the improvement of instruction and test scores.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Increase parent involvement in the school by working closely with all school, parent, and community organizations.</p> <p>The Parent Coordinator and Family Assistant serve as ombudsmen and facilitators for parent and school community concerns and issues including, for example, school policies or facilities issues.</p> <p>The school will conduct outreach to engage parents in their children’s education.</p> <p>The school will convene regular parent meetings and events around topics of key concerns to parents</p> <p>Parent coordinator and family assistant will attend parent meetings along with the principal, where appropriate</p> <p>Parent coordinator and family assistant will work with the school parent association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor’s Regulation A-660.</p> <p>Parent coordinator and family assistant will serve as a school liaisons to Central</p>

	<p>parent and Regional parent support staff.</p> <p>The school community will maintain ongoing contact with community organizations that are involved with providing services to the school's educational program.</p> <p>The school will organize back to school and other events to increase parental and community involvement and creates a welcoming school environment to parents.</p> <p>The school will provide information to parents on child abuse, crisis intervention, suicide prevention, health related issues, service agencies, reducing gang involvement and violence prevention.</p> <p>The school will use translation funds to hire interpreters to work with families and translate documents as needed.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/> Tax Levy Civil Service Title for Parent Coordinator, 1% of Title 1 SWP Funds for Parental Involvement,</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Parent Attendance sheets compared from one weekly workshop to another (3% increase). Designated issues as compared with the Prior year's Learning Environment Survey.</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	24	24	N/A	N/A	7			11
1	18	18	N/A	N/A	5		1	4
2	18	18	N/A	N/A	8			7
3	36	36	N/A	N/A	8			3
4	36	36	36	24	2			1
5	36	36	36	36	4			1
6								
7								
8								
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)	Description: Provide a brief description of each 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.).
ELA:	<p><input type="checkbox"/> Academic Intervention Services</p> <p>Phonics and Phonemic Awareness: FUNDATIONS WILSON PROGRAM</p> <p>Reading strategies and skills <input type="checkbox"/></p> <p>Before and after school programs--AM Program Monday -Thursday September through May</p> <p>Thursday and Friday PM Academy January -May 37 ½ minute Extended Day Small group instruction</p> <p>AIS personnel provide additional instruction for at-risk children in the areas of reading and writing. Test data and teacher evaluation is used to identify Level 1 and Level 2 students.</p> <p>Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy. To reduce student ratio, a teacher push-in model in literacy will be implemented. The teachers can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language-learning needs.</p> <p>Kaplan K-12 Program used to teach ELA strategies</p> <p>In Grades K-2, at-risk students are assessed in phonics and phonemic awareness using Wilson Foundations and ECLAS 2.</p> <p>Before and after school programs are offered using such materials as Countdown Coach, Step up to Reading, Comprehensive Reading Assessment, etc.</p> <p>In grades 3-5, The Wilson Reading Program, a multi-sensory approach to reading, writing and spelling for students is used for those who are not responding to traditional instruction.</p> <p>Leap Frog Schoolhouse is incorporated into the ELL classroom.</p> <p>In the 37 ½ minute Extended day for small group instruction, the New York Ready Intensive instruction program is used to reinforce reading skills and strategies.</p> <p>Month by Month Phonics Lunch and Learn small group instruction</p>

	Summer Success for those Level 1 and 2 students
Mathematics:	<input type="checkbox"/> <p>AIS personnel provide additional instruction for at-risk children in the area of math. Test data and teacher evaluation is used to identify Level 1 and Level 2 students.</p> <p>Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving math. To reduce student ratio, a push-in model in math will be implemented. The teachers can spend more time individualizing teaching and targeting the individual needs of each child including children with special Math needs.</p> <p>Everyday Math and Math Steps New York Ready Math is used for the Extended Day Program Kaplan K-12 Math strategies Use of manipulatives in math instruction to promote repeated exposure to new concepts and skills to foster mastery. Lunch and Learn small group instruction AM and PM programs focusing on the remediation of specific skills for students showing weakness in math (Level 1 and 2) NYC pacing calendar will be used as a guide for grade topics. Summer Success for those Level 1 or 2 students.<input type="checkbox"/></p>
Science:	<input type="checkbox"/> <p>Small group instruction grade 4 and 5 Extended Day 37 ½ minutes AIS personnel will implement a hands-on discovery based science intervention.</p> <p>Reading in the content area of science is stressed with related writing skills integrated into the lessons. Teachers incorporate non-fiction science books into the balanced literacy block. We have increased science content areas leveled books in our guided reading room to be used in guided reading instruction.</p> <p>Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels. Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.</p>
Social Studies:	<input type="checkbox"/> <p>Academic intervention Small group instruction Extended Day 37 ½ minutes</p>

	<p>AIS personnel will implement a program to provide DBQ strategies and methods to help in gathering information.</p> <p>A variety of Document Based Questions is used to familiarize children with the format of the NYS Social Studies test.</p> <p>Teachers incorporate historical fiction and non-fiction history books into the balanced literacy block. We have increased social studies content areas leveled books in our guided reading room to be used in guided reading instruction.</p> <p>Current events and newspaper is an integral part of the SS curriculum.</p> <p>Map skills are a primary focus in all instruction.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Guidance services are used to improve the conflict resolution skills of the students. The guidance counselor provides support for new teachers in this area as well as defining student referral policies. H/she will continue with our school wide behavior modification incentive program. The interventions, as delineated in the New Continuum Plan will focus upon providing students with on-going support services. Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and of others to better reach their full potential.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Our school psychologist is at our school on a part time basis. He does not provide AIS services. He is only responsible for evaluations and re-evaluations.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Our school's social worker is at our school on a part time basis. She does not provide AIS services.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Health related interventions are provided to reinforce social/emotional functioning. The IEP team will meet to assess the progress of all students, paying particular attention to our educationally disadvantaged students. They will work with mandated students as well as additional small groups of students to help with their academics, socialization skills, behavior and self-esteem.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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

Directions: In anticipation 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 plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this 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 II 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 III 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 new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 125

Non-LEP 0

Number of Teachers 3

Other Staff (Specify) Per session teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- 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. They may use both English and the student's native language and 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 CR Part 154. In the space 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.

Language Instruction Program

- 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. They may use both English and the student's native language and 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 CR Part 154. In the space 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.

The Title III funding provides supplemental services to grades 3-5 in two different extended day programs. The primary focus is to provide extra assistance with the students' acquisition of English and the development of language skills that will enable them to function effectively in the regular classroom.

The teacher will base instruction on the individual needs of the students to the greatest possible extent. Work samples are reviewed and groups are formed and changed periodically.

The per session ELL and other teachers use summative data and other assessments to group students and to plan lessons. This data is helpful when planning test prep lessons especially in grade 3, 4, and 5. In addition, the ELL students will practice strategies to assist them with the NYSESLAT, ELA and MATH standardized tests.

AM/PM Literacy/Math Academy (4 days a week) for ELL services include:

The Title III funding provides supplemental services to grades 3-5. Reading and Math Instruction takes place during an AM Literacy/Math Program—7:00 am-8:00am, 4 days a week Monday through Thursday for 52 sessions. Other funding will supplement this program for it to continue for 92 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 3 teachers who have NYS Literacy Certification.

Thursday and Friday Academy Literacy/Math (2 days a week)—after school 2:45 pm-3:45 pm for 30 sessions - provides the same services as the AM program. There are 20 students in each class group. The emphasis is on language acquisition, reading and math

performance standards. The focus of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 6 teachers, 3 teachers have NYS ESL certification and 3 teachers have NYS Literacy Certification

- All ELLS are encouraged to attend the AM Literacy/Math program as well as Thursday and Friday Academy.

- Materials purchased for the program are purchased with other funds NOT Title III.

The books we purchased for these AM 3rd, 4th, and 5th grade programs are:

- o Comprehensive Reading Assessment by Options which diagnosis, instructs, gives practice and assesses reading.
- o Step up to Reading thinking about comprehension strategies.
- o New York Countdown Coach—intensive reading practice
- o New York State Mathematics—understanding math processes and strategies for problem solving.

- Materials purchased for the Thursday and Friday after school academy were also purchased with other funds, NOT Title III.

The books we purchased for these PM 3rd, 4th and 5th grade programs are:

- o Buckle Down English Language Arts along with Skill Bridge mastering NY's 15 Most Challenging Skills
- o Buckle Down Math

Professional Development Program

- 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.



The school provides Professional Development during the school day, on designated Professional Development days such as September 2009, November, 2009, and June, 2010.

Staff development will be provided on a regular basis using outside consultants, DOE and school personnel.

All teachers with ELL students in their classes are trained in appropriate instructional strategies so as to meet the needs of the children within the confines of their classrooms. In addition, the ELL teacher will provide additional support and staff development as needed.

Staff development for reading in the content area to focus on a variety of teaching strategies will be provided as needed.

The ESL teacher provides PD to classroom teachers. All teachers who have ELL students are provided with appropriate instructional strategies in order to meet the needs of the children within the confines of their classrooms. We will promote PD through grade conferences, faculty conferences, study groups on best practices and professional research-based readings, inter-visitations, collaborative planning, coach modeling, and looking at student work together must be an ongoing, structured part of the professional learning community. We will utilize PD funding to support workshops in reading and math strategies, and visits to other schools, will support teachers' professional growth.

Section III. Title III Budget

School: **PS 66 Queens Jacqueline Kennedy Onassis School**
 BEDS Code: **342700010066**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$16,763.04	<input type="checkbox"/> Teacher Per Session for before/after school programs in grades 3, 4, and 5 \$16, 763.04 AM program: 3 teachers x 1 hour x 52 sessions x \$49.89 = \$7782.84 Thursday and Friday Academy Literacy/Math: 6 teachers x 1 hour x 30 sessions x \$49.89 = \$8980.20 Supplies and materials--instructional \$136.96

		<p>Supplemental Reading/Math Instruction AM literacy/math program 7:00 am – 8:00 am, 4 days a week Monday through Thursday.</p> <p>AM Literacy program will continue to address the needs of the ELL children in grades 3, 4, and 5. The emphasis of English Language Arts Standards will be our focus.</p> <p>Thursday and Friday Academy Literacy/Math will provide students' acquisition of English and the development of language skills at 2:45 pm-3:45 pm.</p> <p>All ELLS are encouraged to attend an AM or PM Literacy /Math program and the Extended Day program to meet specific student needs.</p>
Purchased services - High quality staff and curriculum development contracts	0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$136.96	<input type="checkbox"/> Instructional supplies
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	0	

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.

Using the data recorded in ATS, based on the Home Language Survey, Annual School Report, blue emergency card indicators, discussions at School Leadership Meetings and PTA meetings, and daily Parent-Teacher contact, we assess the school's need for written translation and oral interpretation. During the school day, we use staff to translate. In the event we find the need for a translator, we contract outside agencies to work for us. During our school review, parents and teachers indicated a need to translate all letters and monthly newsletters into Spanish. We also need a person to translate during individual parent-teacher conferences to ensure progress in instruction.

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.

At School Leadership and PTA meetings our needs were reported to the community.

Based on the data, our greatest need is Spanish translation. It was announced that our Parent Coordinator and several teachers and other staff communicate fluently in Spanish to provide parents with needed translations. We provide written translation on all documents as provided by the DOE website to those parents in need of translations. A translated letter is sent home informing parents of translation services available in school.

Parental notices are sent in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice is posted in a prominent location near the main office of the school. Letters are sent home to parents in the home language whenever possible. Our Parent Coordinator holds workshops to help parents learn English and to disseminate information. Signs posted in the main lobby indicate Spanish is spoken here as well as signs for events and other services.

Individual student and other school data are reported by school staff to parents in the native language. Results are disseminated as soon as the information is received. Workshops are given at PTA and Leadership meetings, to explain standardized tests and results.

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.

The school always provides written translation services by the Parent Coordinator, the ELL/ESL teacher, other staff, and volunteer parents who translate letters to parents. This enables parents to understand standardized exams, informal assessments and it provides parents with individual student's progress. Translated letters keep parents informed as to school closings, ½ days, and important events being conducted in the school. We will monitor and maintain a folder containing samples of translated letters and scheduled meetings. Translated Bill of Parents' Rights and Responsibilities are included in what is disseminated to parents. We provide written translation on all documents as provided by the DOE website to those parents in need of translations. Copies of these documents are kept with the Parent Coordinator and in the Main Office at all times.

As in the past, we will provide translation services by an outside vendor when necessary or as provided by the DOE.

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.

The school provides oral interpretation services as well. Our parent coordinator and other staff members conduct bi-monthly meetings to keep parents informed of changes within curriculum. Curriculum planning, pacing and discussing individual needs are needed to achieve high standards. Our school has many in-house people to interpret during scheduled meetings to translate English to Spanish. Our SBST team is also bilingual and provide translations for special services. Our Parent Coordinator and other staff are always available to provide translation when needed.

When necessary, we provide services with an outside vendor as contracted by the DOE.

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>.

Translation service funds provided by the DOE will be used for "in-house" interpreters to translate at PTA meetings and parent teacher conferences or to hire an outside vendor to perform the services needed. This will allow parents to understand standardized exams, informal assessments and to notify parent of individual students' progress. All important documents are provided in translated form. They are distributed from the main office and the Parent Coordinator also maintains a file of these documents in her office. Parental notices will be sent

in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice will be posted in a prominent location near the main office of the school.

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:	\$312,505	\$13,795	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,125		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,625	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,251	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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.

N/A

* 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.

Statement of Parent Involvement Policy

P.S. 66 Queens

The Jacqueline Kennedy Onassis School

P.S. 66 Queens is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Assembly will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents will be provided by district and parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

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.

P.S. 66 Queens

The Jacqueline Kennedy Onassis School

Parent Compact

PS 66 Queens agrees to implement the following statutory requirements:

- The school has placed into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school ensures that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school incorporates this parental involvement policy into its school improvement plan.
- 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, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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 involves the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- 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; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PS 66 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Parents and school staff will meet to develop the parent involvement plan.
- Parent Coordinators facilitate parental involvement activities in collaboration with the parents’ association.
- At the regional level, the Office of Parent Support monitors all parental involvement activities.
- A comprehensive range of opportunities for parent to become informed, in a timely way about how the program will be designed, operated and evaluated will be established.
- After consultation with and review by parents, a written plan will be established to insure parents are involved in the planning, design and implementation of programs.
- The school will provide such reasonable support for parental involvement activities as parents may request.
- The School Leadership team will be involved in the planning to involve parents.
- All parents will be informed and invited to meetings to explain programs in an understandable, uniform format in a language the parents can understand.
- Monthly PAC and DAC meetings each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change.
- Funds (a minimum of 1%) may be provided for parent trips related to school and parental involvement activities.
- School visits by parents to view school based programs and activities will be supported.

PS 66 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- By late fall, the Leadership Team will review the current school and district CEPs and begin to identify preliminary priorities for the following year. They will consult the schools’ constituencies about those preliminary priorities and assess additional needs.

- By early spring, the SLT Team will have completed a thorough assessment using a review of the NYC school survey and all available data, to evaluate the effectiveness of current strategies in meeting the needs of students to inform the development of the next year's CEP and budget.
- The Parent association and Parent Coordinator will hold workshops to explain curriculum and standards, and to stress the importance of getting actively involved in their child's education.
- Emphasis will be placed on the fact that parents as partners in education will influence student achievement in school and throughout life.
- The school community will work together to support learning and to determine the school's educational direction—our vision, goals, priorities, and strategies to achieve that vision.
- All parents will be strongly encouraged to attend PT conferences in order to develop a culture in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal.

Our Parent Coordinator will provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities. The Parent Coordinator will:

- Serve as an ombudsman and facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues.
 - Conduct outreach to engage parents in their children's education
 - Convene regular parent meetings and events around topics of key concerns to parents
 - Attend parent meetings along with the principal, where appropriate.
 - Work with the school parent association, where needed, to provide assistance in establishing by-laws, holding elections and conducting their affairs in accordance with Chancellor's Regulation A-660.
 - Serve as a school liaison to Central parent and Regional parent support staff.
 - Maintain ongoing contact with community organizations that are involved with providing services to the school's educational program.
 - Organize back to school and other events to increase parental and community involvement and creates a welcoming school environment to parents.
- , crisis intervention, suicide prevention, health related issues, service agencies, reducing gang involvement and violence prevention.
- Our Parent Coordinator will hold workshops to instruct parents on how they can assist their child at home with homework.
 - Our AIS staff, COACH will explain standardized exams to parents at PTA conferences and Parent Coordinator meetings. They will also give strategies for parents to assist their child in practicing for these exams.

School Responsibilities

- The school is committed to providing the best educational environment possible for all students.
- The school will encourage and strengthen the communication between the school and the home.

PS 66 Queens will:

1. 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.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards, telephone calls and progress reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as needed by parents and interested parties.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. 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 hold 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.
8. 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 possible, in a language that parents can understand.
9. 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.
10. 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.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the district-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

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 Leadership Team comprised of administrators, teachers and parents review the NYC DOE Progress Report to discuss school environment, student performance, and student progress in order to enable the team to develop, review, and revise the Comprehensive Educational Plan (CEP). The strategies developed must include effective, scientifically-based methods for the delivery of high-quality first instruction to all students, including disaggregated subgroups, as well as Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving the State standards. Questions relating to school climate, social environment, CEP development, curriculum, instruction and assessment, instructional practice, professional development, support services, parent involvement, resources, etc., were answered and then reviewed to assess how well our school is performing, the effectiveness of the current instructional programs, how thoroughly our CEP has been implemented and which sections of the CEP to modify or revise.

Individual student and other school data are reported to school staff and parents. Results are disseminated as soon as the information is received. Workshops are given at PTA and Leadership meetings, to explain standardized tests and results. Information for the parents is communicated in the following manner:

- during School Leadership meetings
- PTA meetings
- student report cards
- Parent-Teacher conferences in November
- Standardized test reports
- Interim test reports
- Attendance reports,
- Referrals,
- Promotion in doubt letters,
- Parent newsletters,
- Awards assemblies

2. Schoolwide reform strategies that:

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

At PS 66 we make every effort to:

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

Help provide an enriched and accelerated curriculum.

Meet the educational needs of historically underserved populations.

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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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.

□

At PS 66 we increase the amount and quality of learning time in all subject areas:

ELA:

- An AIS teacher provides at-risk intervention services during the day with student in all grades who are struggling and are at risk of not meeting State standards. This is a push-in or pull-out program.
- Students who scored a Level 1 or 2, including ELLS scoring below proficiency on the NYSESLAT are placed in small groups enabling a reduced student-teacher ratio. They are given individualized instruction based on assessed needs.
- Academic Intervention Support (AIS) Personnel will provide additional instruction for at-risk children in the areas of reading and writing.
- Emphasis will be placed on critical thinking, reading and writing skills and strategies in order to promote and reinforce a school wide focus on literacy.
- ECLAS, City and State exams, the Acuity reports, and all other assessments will be used by teachers to drive instruction in the needed areas as indicated by individual student levels.
- At-risk students will also be offered an extended day program in grades 3, 4, and 5. An AM Literacy program is utilized as is an afterschool academy.
- A Lunch and Learn program is established for standardized exam preparation.
- During our literacy block teachers push in to work with a small group of students identified as needing intervention services.
- In grades K-3, small group instruction for 40 minutes a day with the support of a teacher. Students are identified by ECLAS.
- Kaplan, a skills driven program, will be utilized.
- Summer school will be provided to all students in grades 3-5 who scored Level 1 on standardized test.
- The Library and media center will be used for research to enhance our program.
- Classroom Computers will be used for informational purposes by students.

Math :

- Academic Intervention Support (AIS) personnel will provide additional instruction for at-risk children in the areas of math.
- Test data will be used to identify level 1 and level 2 pupils and provide additional instruction for them.
- All assessments will be used to drive instruction in the needed areas as indicated by individual student levels.
- AIS will be provided to develop problem solving, reasoning and computation skills. Students will have hands-on experiences using manipulatives in conjunction with problem-solving strategies.
- Students will be placed in small groups enabling a reduced student-teacher ration.

- At-risk students will also be offered an extended day program in grades 3, 4, and 5. An AM program and afternoon program are in place.
- A Lunch and Learn program is established for standardized exam preparation.
- Kaplan, a skills driven program, will be utilized.
- Summer school will be provided to all students in grades 3-5 who scored Level 1 on standardized test.
- Classroom Computers will be used for informational purposes by students.
- The Library and media center will be used for research to enhance our program.

Science :

- Academic Intervention Support in the area of science will be provided to those students who are at-risk of not meeting the state standards.
- An AM program to assist at-risk students prepare for state evaluation.
- Reduced Student-Teacher ratio enabling small group and individualized instruction based on assessed needs.
- Extra time will be devoted to content instruction
- Frequency based on identified needs
- The Library and media center will be used for research to enhance our program.
- Classroom Computers will be used for informational purposes by students.

Social Studies:

- Academic Intervention support in the area of social studies will be provided to those students who are at-risk of not meeting the state standards.
- Reduced Student-Teacher ration enabling small group and individualized instruction based on assessed needs.
- Extra time will be devoted to content instruction
- Frequency based on identified needs
- The Library and media center will be used for research to enhance our program.
- Classroom Computers will be used for informational purposes by students.

o Help provide an enriched and accelerated curriculum.

□

At PS 66 we provide an enriched and accelerated curriculum.

Our Reading/AIS teachers meet with those children who have been selected by the Guidance Counselor as meeting criteria for an accelerated program. Using a Balanced Literacy Model through both fiction and nonfiction genres the enrichment teacher enhances the regular classroom course of study.

We also provide intensive computer based research as well as expanding traditional scope and sequence of each curriculum area. Our funded teachers link with the classroom teachers to plan cooperatively to ensure that the needs of the children are being met.

o Meet the educational needs of historically underserved populations.

□

At PS 66, we have an Intervention Plan for students identified for ESL services include:

- Extended Day
- AM Morning Program Reading/Math Instruction
- PM Academy—Thursday, Friday
- AIS intervention Reading/Math Small Group Academic Instruction 4X per week
- All teachers who have ELL students are provided with appropriate instructional strategies in order to meet the needs of children within the confines of their classrooms. Also, the ELL teacher provides additional support and staff development as needed in strategies to use in the classroom for ELL students for all grades.
- The teachers base instruction on the individual needs of the students to the greatest possible extent. Work samples are reviewed and groups are formed and changed periodically.
- Written translation services will be provided in-house as needed utilizing school staff, and through outside vendors as needed.
- In order to enable Kindergarten children to learn a new language and adapt to a new culture while maintaining esteem for the traditions and values they bring with them. The ELL teacher will use approaches based on meaningful communications using natural language including direct experiences with concrete objects and extensive use of illustrations.
- AIS personnel provide additional instruction for at-risk children in the areas of reading, writing and math. Test data and teacher evaluation is used to identify Level 1 and Level 2 students.
- Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy. To reduce student ratio, a teacher push-in model in literacy will be implemented. The teachers can spend more time individualizing teaching and targeting the individual needs of each child including children with special and language-learning needs.
- Kaplan K-12 ELA/MATH strategies

- In Grades K-2, at-risk students are assessed in phonics and phonemic awareness using Wilson Foundations and ECLAS 2.
- Before and after school programs are offered using such materials as Countdown Coach, Step up to Reading/Math, Comprehensive Reading Assessment, etc.
- In grades 3-5, The Wilson Reading Program, a multi-sensory approach to reading, writing and spelling for students is used for those who are not responding to traditional instruction.
- Leap Frog Schoolhouse is incorporated into the ELL classroom.
- In the 37 ½ minute Extended day for small group instruction, Kaplan ELA/Math program is used to reinforce reading skills and strategies
- Orchard Reading and Math computer programs are used to reinforce skills
- Orchard online—an online program for reading and math to be used in school and at home.
- Month by Month Phonics
- Lunch and Learn small group instruction

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.

Guidance services will be used to improve the conflict resolution skills of the students. The guidance counselor will provide support for new teachers in this area as well as defining student referral policies. He/she will continue with our school wide behavior modification incentive program. The interventions, as delineated in the New Continuum Plan will focus upon providing students with on-going support services. Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and of others to better reach their full potential.

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

N/A

3. Instruction by highly qualified staff.

All recruited teachers will be appropriately certified. The Principal in collaboration with the Integrated Operation Centers' Personnel Manager and Liaisons will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.

•

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.

The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. Professional development will be on-going at bi monthly grade conferences, monthly faculty conferences and as need and provided by the Coach and Assistant Principal.

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

The Principal, in collaboration with the Integrated Service Centers' (ISC) Personnel Manager and Liaisons, will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

The Principal in collaboration with the ISC's Personnel Manager and Liaisons works with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

In addition our ISC Learning Division in collaboration with the Teacher Center Literacy Leaders offers teachers a critical component to obtain 12 credits towards their master's degree.

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

The school will continue to implement the position of a full time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development Basic education, ESL classes, computer classes, etc.
- *Learning Leaders* Parent Volunteer Program

- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our trained parent coordinator will continue to provide parents as on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis as well as supporting the needs of the school's parents at district-wide parent forums and training sessions.

Ongoing workshops will be provided to enhance parent leader's ability to develop socialization and operational skills necessary to effectively run a parent organization

Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.

Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums

Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, academic performance.

Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting, and problem solving skills from other members.

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.



Transitions From Pre-Kindergarten to Kindergarten

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Preschools as follows:

Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities

- Encourage children to ask questions about kindergarten

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc..

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.



At PS 66, we will 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 will meet periodically to be staff developed in understanding the meaning of test results and will use test data to drive instruction. Teachers will have many opportunities to discuss assessments particularly at the following:

- Chancellor's Conference Day planning
- Monthly Faculty Conferences
- Grade Conferences held bi-monthly
- Meetings with the Coach and/or Mentor on a needs basis

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.

Our school provides supplemental extended day services. The AM program meets four mornings a week on grade 3, 4, and 5. Students who are experiencing difficulties receive assistance in reading and math so that they will meet the standards. The Thursday and Friday Academy is an after school program for grades 3, 4, and 5, also providing students intervention and assistance in meeting the standards.

Our school utilizes Orchard and Practice Planet which are computer based intervention reading and math programs. These programs assess the needs of our students and teach them the skills they need to become proficient in both subject areas. We have hired an F-status teacher to service those children who have been targeted by their classroom teacher and these programs.

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.

Our Parent Coordinator in collaboration with our Guidance Counselor have reached out to community agencies to provide children and parents family services, health services, violence prevention programs, nutrition, etc.

Some of the agencies we have visiting our school to speak to parents are:

Safe Space, Steinway Child and Family Services, Lifespire, Inc., Single Stop (counseling), Richmond Hill Family Resource Center.

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" ¹ 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 ² 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 (Basic)	Federal	Yes			\$262,504	True	Aligns with Goals 1, 2, 3, and 4 as supported by Section VI Action Plan

Title I, Part A (ARRA)	Federal	Yes			\$13,657	True	Aligns with Goals 1, 2, 3, and 4 as supported by Section VI Action Plan
Title II	Federal	Yes			\$207,993	True	Aligns with Goals 1, 2, 3, and 4 as supported by Section VI Action Plan
Title III	Federal	Yes			Approximately \$16,960 based on Fiscal Year 2010	True	Aligns with Goals 1, 2, 3, and 4 as supported by Section VI Action Plan
Title IV	Federal			N/A	N/A		N/A
IDEA	Federal	Yes			\$123,387	True	Aligns with Goals 1, 2, 3, and 4 as supported by Section VI Action Plan
C4E	Federal	Yes			\$101,819	True	Aligns with Goals 1, 2, 3, and 4 as supported by Section VI Action Plan
Tax Levy	Local	Yes			\$3,216,076	True	Aligns with Goals 1, 2, 3, and 4 as supported by Section VI Action Plan

¹**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.

²**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.
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>

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.)

Our school has three students residing in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Students living in temporary housing, will be provided with the same educational services we provide all our students using Title I funding. This includes, AIS services, ELL services, IEP services, and counseling. They will also be provided with free lunch, and free transportation will be coordinated to and from school.

Our Parent Coordinator and Guidance counselor will assist the family with outreach organizations and counseling services. The Family Assistant will meet with families residing in a shelter prior to their moving into permanent housing to ensure a smooth transition.

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_27Q066_011811-124819.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	Children First Network	District	27	School Number	066	School Name	Jacqueline Kennedy O
Principal	Phyllis Leinwand			Assistant Principal	Patricia Sheehan		
Coach	Laraine Davino			Coach	type here		
Teacher/Subject Area	Marian Kudo/ESL teacher			Guidance Counselor	Fallon Panetta		
Teacher/Subject Area	Ryan Sinrich/ESL teacher			Parent	Moriama Mojica		
Teacher/Subject Area	Marta Laurette/ESL teacher			Parent Coordinator	Sandra Buitrago		
Related Service Provider	Carrie Pinto/SETSS teacher			Other	type here		
Network Leader				Other	type here		

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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	468	Total Number of ELLs	128	ELLs as Share of Total Student Population (%)	27.35%
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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.

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staffs know what language is used in the home. If the HLIS indicates that a child uses a language other than English, he or she is first informally interviewed through oral dialogue, which is the informal oral interview in English and in the native language, by the school's ESL teachers, Mrs. Marian Kudo, Mrs. Ryan Sinrich, Mrs. Marta Laurette or support staff. The three ESL teachers possess certifications and licenses in TESOL. Mrs. Marian Kudo speaks Cantonese, Mrs. Ryan Synrich speaks minimal Spanish and Italian, and Mrs. Marta Laurette speaks Polish. The support staff who assist in translations include, Ms. Sandra Buitrago, Parent Coordinator who is fluent in Spanish, Mrs. Ravinder Kaur, paraprofessional who speaks fluent Punjabi and Urdu. The HLIS is translated in nine languages for parents to determine what language the child speaks at home. If the child speaks English fluently and is capable of using academic language during this initial interview process, the child will not be administered the Language Assessment Battery-Revised (LAB-R) by the school's ESL teachers. However, if the child is unable to respond and has difficulty comprehending questions conducted during the interview then the LAB-R is administered within the first ten school days of initial enrollment as per CR Part 154. Performance on this test determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she also takes a Spanish LAB to determine language dominance. Once student is enrolled into the ELL program, the student is given English support services. Parents of newly enrolled ELL students are notified and are invited to the school for orientations to inform them of the different ELL programs that are available. In orientations, parents have the opportunity to receive materials about ELL programs in their home language which include The ELL Parent Brochure, and to ask questions about ELL services with assistance from a translator. Parents are invited to watch the Parent Orientation Video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm> which is offered in 13 languages. At the end of each orientation, the school staffs collect the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed, students receive ELL services and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program.

2. The parents are given the choice of three programs. Being able to articulate the features of the three ELL program models and how they differ is essential to helping parents make informed choices. The programs include Dual Language, the Transitional Bilingual and the freestanding English as a Second Language. While all three programs offer language development and rigor in academic subjects, the amount of instructional time spent in English and native or target languages differ. In TBE and freestanding ESL programs, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). ELLs in Dual Language programs can be instructed in both languages from kindergarten through 12th grade. ELLs do not need to exit the program once they reach proficiency.

Below are the three programs offered:

- Transitional Bilingual Education (TBE) programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native

Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English. As students develop English language skills, instruction time in the native language decreases and instructional time in English increases. Schools that offer this model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual English program.

- Dual Language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language, as well as English language skills, throughout schooling while

helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language.

- Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible. In high schools, Freestanding ESL programs are mainly departmentalized ESL classes and content courses that use ESL strategies.

If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR part 154. If our school is not offering that program model, then the students will be placed in a neighboring school, within the district that offers it. However, we will do everything in our power to retrieve the form by sending notes home, making phone calls, speaking with parent/guardian and making home visits, if necessary.

In consultation with parents, the following activities are supported during the school year:

- the 3 ESL teachers, Mrs. Marian Kudo, Mrs. Marta Laurette and Mrs. Ryan Sinrich and the school's parent coordinator, Ms. Sandra Buitrago, hold parent workshops in order to provide appropriate information on each program
- parents are also invited into the classroom to observe and engage in ESL strategies and materials
- parent participation in school activities to keep parents informed of all school events

3. After students are administered the LAB-R and the student is deemed entitled to receive English support services, the student and parent(s) or guardian(s) are invited to parent orientation where the three program choices are described. Participating parents are asked to complete the survey and forms during the workshops. However, if a parent of an ELL child is unable to attend, letters are sent home with the child and follow up calls are made to the home. If the forms are not returned, the default program for the ELL child is Transitional Bilingual Education as per CR Part 154. Once the entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ESL teachers make photocopies of each form and the original documents are placed into the students' cumulative folders. The photocopies are stored in the ELL classroom.

4. If a parent does not complete a Parent Survey and Program Selection Form, the school automatically places the child in a TBE program. However, in our school, the TBE program is not available. Parents are informed of a neighboring school within the district where a TBE program is available with the assistance of translators. Yet, most of our parents prefer to keep their children in our school and are often placed into the school's ESL program. Parents have numerous opportunities to discuss program options for their child. We hold parent orientations and workshops to help the parent's choose which option best matches the academic and cultural needs. If a parent is unable to communicate or needs translation in their native language, we use the translated Departmental materials (brochures, DVD's) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed.

5. After reviewing past Parent Survey and Program selection forms, which are maintained and stored in the ESL classroom, it has become apparent through the rising trend that the parents prefer the freestanding English as a Second Language (ESL) program. In the past two years, from 2008-2010, the request for ESL has been 100%. Parents have expressed their appreciation for promoting literacy within the ESL program. Using English, the students are engaged in many group activities with a strong emphasis in literacy and language

development. This program is directly related to all content areas. In this school year 2010-2011, of the 40 newly enrolled students, all parents requested the freestanding ESL program for their children.

6. Yes, the school's program is aligned with what parents have been requesting. The school offers an extensive pull-out model. P.S. 66 is comprised of children from many countries. It is important to facilitate their adjustment to their new surroundings. The focus of the ESL program is to enable the students to function effectively within the classroom environment.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	15	0	0	0	0	0								15
Push-In	9	22	23	27	16	16								113
Total	24	22	23	27	16	16	0	128						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	128	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	18
SIFE	12	ELLs receiving service 4-6 years	51	Long-Term (completed 6 years)	1

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)

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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	19	19	17	19	10	13								97
Chinese	1	1	0	0	0	0								2
Russian	0	0	0	0	0	0								0
Bengali	2	0	1	1	1	0								5
Urdu	0	0	1	1	1	1								4
Arabic	1	0	3	3	3	1								11
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	0								1
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	0	0	0								1
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	1	1	1	2	1	1								7
TOTAL	24	22	23	27	16	16	0	128						

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.

1. ESL instruction is delivered for all ELLs as required under CR Part 154. Beginners and intermediate students receive 360 minutes per week of ESL instruction and advanced students receive 180 minutes. Teaching materials are differentiated in each program according to the students' proficiency levels. Instruction will follow the same skills and strategies that are introduced Region wide. The monthly focus for math and literacy are reinforced at these levels. Students in the freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The goals of the ESL program are as follows.

- Provide academic content-area instruction in English
- Using ESL methodology and instructional strategies.
- Using native language support to make content comprehensible.
 - Incorporate ESL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards.

In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided through the use of glossaries for content areas.

a. The organizational models used for our school are pull-out and self-contained. ELL students participate in the ELL portion of the school's reading program, Macmillin McGraw-Hill's Treasures Reading/Language Arts Program where students develop reading skills, vocabulary, phonics, and grammar.

b. The program models are dependent on the proficiency levels based on the LAB-R and the NYSESLAT scores. The students are organized homogeneously based on proficiency levels. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

2. The school ensures that the mandated number of instructional minutes is provided according to proficiency levels. Each child is examined using the results of the Lab-R and the NYSESLAT. Using the ELL interim assessments, we will be able to identify specific areas giving the beginners and intermediate students more instructional time per week. The grouping will be based on their proficiency levels. ELLs receive ESL instruction as per proficiency levels and as per CR Part 154. Beginners and intermediate students receive ESL instruction 360 minutes per week and advanced students receive ESL instruction 180 minutes per week. All ELL students receive ELA instruction 180 minutes per week. All ELL students receive NLA usage and support 25% of the time.

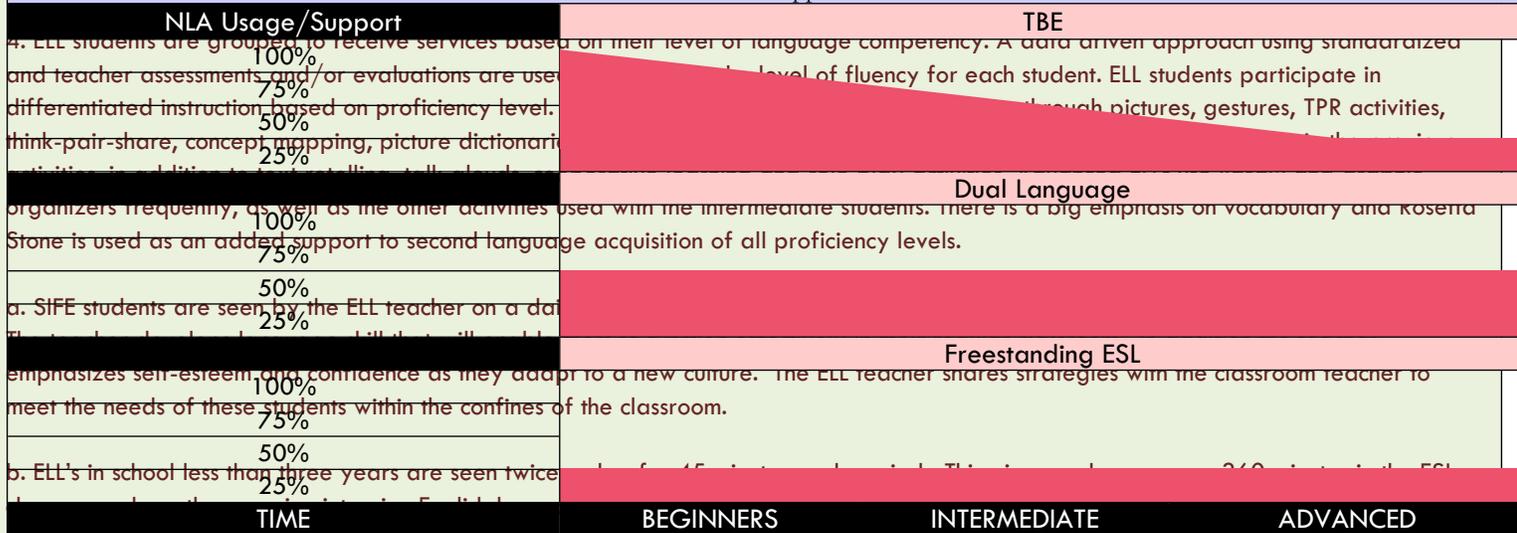
3. Our students come from varied backgrounds and therefore receive content area instruction in core academic areas in English. Where

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

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

Native Language 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.



4. ELL students are grouped to receive services based on their level of language competency. A data driven approach using standardized and teacher assessments and/or evaluations are used to determine the level of fluency for each student. ELL students participate in differentiated instruction based on proficiency level. Instruction is provided through pictures, gestures, TPR activities, think-pair-share, concept mapping, picture dictionary, and other strategies.

organizers frequently, as well as the other activities used with the intermediate students. There is a big emphasis on vocabulary and Rosetta Stone is used as an added support to second language acquisition of all proficiency levels.

a. SIFE students are seen by the ELL teacher on a daily basis. The ELL teacher will use a variety of strategies to help these students adjust to the new culture.

emphasizes self-esteem and confidence as they adapt to a new culture. The ELL teacher shares strategies with the classroom teacher to meet the needs of these students within the confines of the classroom.

b. ELL's in school less than three years are seen twice a week for 45 minutes per day. This includes the use of the ELL teacher and the classroom teacher.

enables them to function effectively in their regular classroom as well as prepare these students for the NYSESLAT.

c. ELL students receiving four to six years of service continue to receive ESL services dependent on their level of language competency. They are provided with English language instruction and instruction in the content areas of math, science, and social studies.

d. Long term ELL students will be provided with English language instruction and instruction in the content areas of math, science, and social studies.

e. The ELL teacher will link with the SETSS teacher in order to help the ELL students who are identified as having special needs. The ELL teacher will also discuss and review the needs of each child. The SBST and guidance counselor will have a part in helping plan appropriate lessons according to the needs of each student.

Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

B. Programming and Scheduling Information--Continued

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

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?

5. We provide supplemental services to grades 3-5 in two different extended day programs. The primary focus is to provide extra assistance with the students' acquisition of English and the development of language skills that will enable them to function effectively in the regular classroom. The teacher will base instruction on the individual needs of the students to the greatest possible extent in Language Arts and Math. Work samples are reviewed and groups are formed and changed periodically. The per-session ELL and other teachers use summative data and other assessments to group students and to plan lessons. This data is helpful when planning test prep lessons especially in grade 3, 4, and 5. In addition, the ELL students will practice strategies to assist them with the NYSESLAT, ELA and MATH standardized tests.

6. Transitional support for students reaching proficiency includes them being more accountable for their regular class work while building their stamina in timing and using advanced strategies. Some support resources we plan to use are: Leap Frog, Soar to Success, test prep (one grade lower) and Great Leaps. The students will be targeted for AIS and extended day services.

7. We are currently using Treasure Chest, an ESL component to our school-wide reading system. We also use Mondo's "Now I get it!" where students use posters to learn and practice critical comprehension strategies. We started a trial program using Rosetta Stone to help with language acquisition.

8. We are not discontinuing our methods or programs at the present time because we find them effective.

9. ELL's are offered equal access to all school programs by participating in AM/PM Literacy/Math Academy for 4 days a week.

ELL services include:

- supplemental services to grades 3-5. Reading and Math Instruction takes place during an AM Literacy/Math Program—7:00 am-8:00am, 4 days a week Monday through Thursday for 52 sessions. Other funding will supplement this program for it to continue for 92 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 3 teachers, 2 teachers have NYS Literacy Certification and 1 teacher has a Common Branch Bilingual License.

- Thursday and Friday Academy Literacy/Math (2 days a week)—after school 2:45 pm-3:45 pm for 30 sessions - provides the same services as the AM program. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 6 teachers, 3 teachers have NYS ESL certification and 3 teachers have NYS Literacy Certification

- All ELLS are encouraged to attend the AM Literacy/Math program as well as Thursday and Friday Academy.

10. The instructional materials used to support the learning of ELLS are:

- Balanced literacy components: read aloud, shared, guided leveled books, writer’s workshop model
- Treasures Reading Program
- Leap Frog
- Treasures Reading Program—Treasure Chest for ELLs
- Kaplan Strategies
- Everyday Math & Math Steps
- AM Morning Program (4 times per week)
- PM Thursday and Friday Academy
- We also use computer programs such as Rosetta Stone, Orchard and Practice Planet. These programs assess and analyze student needs to differentiate instruction.

11. Teaching materials in ESL are differentiated in each program according to the students’ proficiency levels. Instruction will follow the same skills and strategies that are introduced city wide. The monthly focus for math and literacy are reinforced at these levels. The students in the freestanding ESL program receive all instruction in English. The implication for the school’s LAP and instruction are to provide information in English using ESL methodology and strategies. LAP will address the differing languages, cultures, and education levels in order to implement a coherent ESL program. ESL instruction includes content-based instruction, which is aligned to the New York State learning standards. ESL instruction must also comply with CR Part 154.

12. All services and resources correspond to ELLs’ ages and grade levels.

13. Before the school year, the ESL teacher greets newly enrolled ELL students for a period of introduction and to help the child acquaint themselves to the new building.

14. As an elementary school, our school does not offer language electives at this time.

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)?

N/A

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.

1. The Principal and ELL Teachers will provide professional development using the LAP learning packages. The discussion will include the ESL Learning Standards and all components of the Language Allocation Policy, including the new National Core Standards. Portions of the LAP video will be viewed to provide members of the team and personnel of ELLS at the school with information on the features of the ELL class. Participants of these ongoing workshops include subject area teachers, paraprofessionals, school secretaries and the parent coordinator. Ongoing professional development will be implemented for all staff. Strategies and analysis of the ELL program will be shared with all classroom teachers. We provide in-service training to all personnel providing instruction or other services to such pupils in order to enhance their appreciation for the pupils' native languages and cultures and their ability to provide appropriate instructional and support services.

2. We provide strong school-based guidance counselor support so that the ELLs receive high quality assistance to transition from our school to the middle school classroom teachers.

3. The ELL teachers and the Coach provide teachers with strategies for use in the classroom to develop language and literacy skills in our ELL student body. Professional development takes place on designated Chancellor's Staff Development days in September, November, and June. PD is also provided on a monthly basis at Principal's Staff meetings as well as monthly grade conferences. For this current school year, our calendar of Professional Development dates, that include the minimum 7.5 hours of ELL training for all staff, are:

- Tuesday, September 7, 2010
- Thursday, October 21, 2010
- Tuesday, November 2, 2010
- Thursday, December 16, 2010
- Thursday, January 20, 2011
- Thursday, February 17, 2011
- Thursday, March 24, 2011
- Thursday, April 14, 2011
- Thursday, May 19, 2011
- Thursday, June 9, 2011

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?

1. P.S. 66 Queens is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Assembly will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development for Parents:

Monthly professional development for parents will be provided by district and parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	6	5	16
4	0	9	4	0	13
5	1	0	9	3	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

education. Parents are comfortable enough with our school environment to speak to the Parent Coordinator freely about their specific needs.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	7	0	4	0	7	0	18
4	1	0	3	0	9	0	1	0	14
5	1	0	5	0	12	0	9	0	27
6									0
7	Part V: Assessment Analysis								
8									
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	8	0	5	0	14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
Aggregate	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	0	2	0	14	0	5	0	22
8									0
NYSAA Bilingual Spe Ed									0
READING/ WRITING	A	1	9	7	8	8	11		

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?

2. After examining the data of students' results on the LAB-R and NYSESLAT, we have noticed a pattern across proficiency levels and grades. Throughout assessment, K-5th proficiency levels are clearly higher in the listening and speaking modalities. The scores also reveal lower proficiency levels within the writing and reading modalities.

3. Patterns across NYSESLAT modalities—reading/writing and listening/ speaking—affect instructional decisions. Instruction will be driven and designed to improve reading and writing strategies. Ongoing professional development will be implemented for all staff. ESL strategies will be shared with all classroom teachers. More time will be given to examine student's writing portfolios. There will be more time to practice all strategies and skills needed to improve the student's proficiency levels within the writing and reading modalities.

4a. In the areas of science, social studies and math, most of the ELL students chose to use the English test version. The ELL students prefer to take the test in English rather than in their native language. However, students who are taking these content area tests for the first time prefer to take tests in their native language with the aid of a translated glossary. Our students tend to perform on a satisfactory level.

4b. The school leadership and teachers are using the results of the ELL periodic assessments to drive instruction. The school leadership will utilize AIS teachers along with the ELL teacher to meet the needs of each ELL student. Their strengths and weaknesses will become clearer using the results of these assessments along with other work the students have completed as evidenced in their portfolios.

4c. ELLs with some proficiency tend to show growth on periodic assessments from year to year. In the content areas, these ELL students are comfortable using the English versions of the assessments. However, newcomers struggle and prefer to use the native language tests.

5. N/A

6. After examining NYSESLAT scores and other interim and benchmark assessments, we notice gains in ELLs' language acquisition. The regular classroom teacher observes growing confidence in the children who receive ELL services. We evaluate the success of our ESL program for our ELLs based on progress shown throughout the school year via assessment tools used in the school (e.g., ECLAS-2, Fountas and Pinnell, Treasures Reading Program Weekly Assessments, Periodic Assessments, and NYSESLAT). Student progress is pertinent in our decision making when deciding on an ELL program that is successful for our school.

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.

N/A

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

School Name:	P.S. 066 Jacqueline Kennedy Onassis					
District:	27	DBN:	27Q066	School		342700010066

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	0	18	18		93.7	93.9	94.1
Kindergarten	62	75	81				
Grade 1	82	74	82	Student Stability - % of Enrollment:			
Grade 2	59	80	70	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	72	79		90.7	92.1	89.5
Grade 4	81	70	85				
Grade 5	73	78	73	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.6	88.1	91.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	11	5
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number:			
Total	429	468	488	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	31	42	57	Superintendent Suspensions	0	0	1
Number all others	27	31	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	31	34	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	5
# receiving ESL services only	109	114	TBD				
# ELLs with IEPs	3	20	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	2

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	0	% fully licensed & permanently assigned to this school	96.8	100.0	100.0
				% more than 2 years teaching in this school	77.4	73.5	73.7
				% more than 5 years teaching anywhere	61.3	58.8	63.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	82.0	89.5
American Indian or Alaska Native	0.5	0.2	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	9.8	9.6	8.0				
Hispanic or Latino	65.0	66.7	67.6				
Asian or Native Hawaiian/Other Pacific	14.5	14.1	14.3				
White	9.3	7.5	9.0				
Male	51.3	48.9	48.8				
Female	48.7	51.1	51.2				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	74.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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