



PS/IS 266

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: DISTRICT 26/ QUEENS/ 26Q266
ADDRESS: 74-10 COMMONWEALTH BLVD. BELLEROSE, NY
TELEPHONE: 718-479-3920
FAX: 718-479-2482

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 266 SCHOOL NAME: PS/IS 266

SCHOOL ADDRESS: 74-10 Commonwealth Blvd. Bellerose, NY 11426

SCHOOL TELEPHONE: 718-479-3920 FAX: 718-479-2482

SCHOOL CONTACT PERSON: Nicole Scott EMAIL ADDRESS: nscott@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nicole Scott

PRINCIPAL: Nicole Scott

UFT CHAPTER LEADER: Stephen Rusgo

PARENTS' ASSOCIATION PRESIDENT: April Cherry

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 CHILDREN FIRST NETWORK (CFN): 205

NETWORK LEADER: Marguerite Strauss

SUPERINTENDENT: Anita Saunders

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
Nicole Scott	*Principal or Designee	
Stephen Rusgo	*UFT Chapter Chairperson or Designee	
April Cherry	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Paul Winter	Member/Staff	
Kerry Rama	Member/Staff	
Robin Beinhorn	Member/Staff	
Carla Maurer	Member/Staff	
Suzanne Windland	Member/Parent	
Julia Campise	Member/Parent	
Laura Quinlan	Member/Parent	
Merrill Carinci	Member/Parent	
Carolyn Hussey	Member/Parent	

* 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/IS 266Q is a pre-kindergarten through eighth grade school that opened in September 2003. The school was a new construction on the Frank Padavan Campus (formerly the Glen Oaks Campus) and is located in Bellerose, New York. The student population is approximately 700 students including our District 75 (Special Education for severely disabled students), PS224@266 which is integrated into the general school population through inclusion programs, mainstreaming programs and school-wide programs and events. The students were chosen through a lottery system for residents in District 26 in Queens, and represent a cross-section of the districts' population. There are no academic criteria for entering the school and the student population is extremely diverse, reflecting the multi-cultural community. The community is primarily residential with a combination of private homes, multiple family dwellings and garden apartments. Our diverse community of White, Asian, Indian, Pakistani, African-American, and Hispanic families is drawn from the neighborhoods that comprise District 26.

The present enrollment is 662 children, and of this number, 29% are White, 11% are Black, 15% are Hispanic, and 45% are Asian and other. The children reflect the ethnic and cultural diversity of New York City. Males comprise 55.6% and females, 44.3%. Thirty-six percent of all children are eligible for free lunch. Most students are heterogeneously grouped in two to three classes per grade, except for a homogeneous accelerated class in math and science in eighth grade. Average class size in all grades K-2 is 21 pupils, 25 in grade 3, 32 in grades 4-5, and 30 in grades 6-8. Our 6 through 8th graders travel on an eight period departmental schedule. There is only one self-contained Special Education class, which is on the second-grade level. Average daily attendance is 96.2% and there were no superintendent's suspensions in the 2009-2010 school year.

Our highly qualified staff includes one Principal, one Assistant Principal, 41 teachers, two full-time coaches, 1 guidance counselor, 6 school aides, and 8 paraprofessionals. Our supportive parents, capable staff, and ideal setting give us an advantage from which our students are benefiting. The school building is almost eight years old, has 28 classrooms, and each of the following special rooms: gymnasium, auditorium, lunchroom, library, art room, computer room, two science rooms, a reading resource room and a speech resource room.

Special services are provided through SETTTS, ESL/, Academic Intervention Services (before, during, after school and on Saturdays), speech, hearing, physical therapy, occupational therapy, and adaptive physical education. Our students receive instruction in science, art, music, library skills and computer technology. Collaborative Team Teaching (CTT) classes are used to provide services to students in grades 6, 7 and 8 in the least restrictive environment. Next year this program will change to two CTT classes on the seventh and eighth grade levels.

We are fortunate to have a strong School Leadership Team in place, with an equal number of parents and staff participating and the student organization president. Regular monthly meetings, with additional meetings when deemed necessary, give opportunities to plan and assess programs to meet our schools goals. This team, along with a very active PTA, is responsible for many successful programs. PTA members have a vital role as voluntary library assistants, fundraisers (carnivals, Scholastic book fairs, candy sales, gift sales), providers of health (hearing and vision) screening services and are looking forward to creating their own parent website. Last year our PTA added parent/staff yoga classes to their repertoire as well as purchased a School Messenger system that allows our school to contact parents on their home or cellular phone lines to keep them updated about important school events and schedule changes. Parent meetings, teacher/parent workshops, orientation meetings, and parent newsletters help parents receive ongoing information.

The Parent Coordinator provides information about activities, and plans workshops throughout the year with particular emphasis on outreach to parents to engage them in their children's education. She creates a welcoming environment for parents, strengthens parent involvement, identifies parent and related school and community issues and works with the Principal to see that they are addressed in a timely manner. She assesses and addresses parent needs. The Parent Coordinator along with the Literacy and Math coaches plan and provide curriculum overviews for parents seeking information and support on Reading, Writing and Mathematical instructional issues. The Parent Coordinator aligns class activities with ways that parents can play a major part in their children's learning, for example, arranging ways that parents can borrow the monthly Community Read books and assisting in class multicultural celebrations. Last year she established a Parent Book Club in conjunction with the United Federation of Teachers.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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:	PS/IS 266				
District:	26	DBN #:	26Q266	School BEDS Code:	342600010266

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	33	28	29		96.2	96.6			
Kindergarten	44	68	56						
Grade 1	64	43	64	Student Stability: % of Enrollment					
Grade 2	48	63	47	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	71	54	66		99.4	99.4			
Grade 4	82	77	58						
Grade 5	55	89	79	Poverty Rate: % of Enrollment					
Grade 6	88	74	90	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	89	93	78		16.5	17.8	36.0		
Grade 8	93	90	92						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	2			
Grade 12	0	0	0						
Ungraded	2	2	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	669	681	662		1	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	9	8	6						
No. in Collaborative Team Teaching (CTT) Classes	28	28	28	Principal Suspensions	2	7			
Number all others	61	63	62	Superintendent Suspensions	0	0			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	10	7	14	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	44	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	10	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	3	
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	93.6	95.5	
American Indian or Alaska Native	0.8	0.6	0.6	Percent more than two years teaching in this school	83.0	81.8	
Black or African American	10.5	11.6	11.2	Percent more than five years teaching anywhere	61.7	68.2	
Hispanic or Latino	13.8	15.3	14.5				
Asian or Native Hawaiian/Other Pacific Isl.	39.0	41.7	43.5	Percent Masters Degree or higher	94.0	93.0	
White	36.0	30.5	28.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.9	85.3	
Multi-racial							
Male	51.6	53.3	55.7				
Female	48.4	46.7	44.3				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	--	--					
Black or African American	✓	✓	--				
Hispanic or Latino	✓	✓	--				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial	--	--					
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	--	--					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	86.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?
-

School needs assessments are conducted at School Leadership Team meetings, Consultative Committee, UFT, PTA, and Instructional Cabinet, departmental, grade level interdisciplinary/inter-grade teams and Student Government (SG) meetings, as well as Inquiry Teams. Additionally, in-house professional development needs are assessed through teacher needs surveys. Findings are reported through the Principal's newsletter, department/team meetings, School Leadership Team (SLT) meetings, UFT monthly reports, and PTA newsletters. Other than Instructional Cabinet meetings and Student Government meetings, interested teachers chosen from different grade levels and departments, participate on all other committees. Teachers voice their concerns and are free to offer proposed remedies to all pertinent needs. Informal assessment devices are issued in grade and departmental meetings with written feedback presented to the administration. Individual one-to-one informal conferences are held with each teacher and the principal to ascertain professional needs. Attendance and evaluation sheets at workshops and conferences also provide administrators with ideas for professional development sessions.

Student performance trends are assessed through informal and formal cumulative and summative assessments. Standardized assessment tools such as ECLAS, Running Records, Reading Records, Predictive Assessments, Instructionally-Targeted Assessments and End-Unit Assessments are used to assess student academic growth. Data is also gathered through informal tools such as quizzes, teacher-student conferences, accountable talk, Socratic Seminars and teacher observations. Students work well when involved in small group instruction structures & when given an opportunity to lead class discussions. There appears to still be a greater need for vocabulary instruction assessed through student writing on formative and summative assessments, conversations and results on standardized ELA exams. Our greatest challenges continue to be time factors, need for teacher growth and development in the area of quality vocabulary instruction, and budgetary constraints. This year our inquiry teacher team will continue to focus on building quality vocabulary instruction across grades K-8.

Last year, we began developing a rigorous vocabulary curriculum across grades K-8 based upon proven research studies, as well as the inquiry process of development, implementation, assessment, monitoring and revisions and repeating this cycle. Teachers have incorporated the

use of Tier II & Tier III vocabulary throughout content areas. Each grade level and department teacher team chose a target group of students to study throughout the year and assess the impact of explicit vocabulary instruction in regards to student reading, writing and speaking skills development. Our target groups include male students, students in the lowest-third percentile, and students with IEP's as well as students in the top third percentile.

Our greatest accomplishments over the last couple of years have been the collaborative development of our curriculum across grades K-8 and across content areas. Teachers, administrators and our literacy and math coaches have worked collaboratively to develop our curriculum maps to include essential questions for each unit of study, learning standards, vocabulary instruction, read-alouds, mentor texts, shared reading, etc. We are continuing to developing varied projects and authentic assessments that address different learning styles as well.

Our most significant aids here at 266 is the collaborative nature of our staff. We are able to utilize the knowledge and expertise of individual staff members to develop best practice ideas for our students. Teachers are willing to share across grade levels as well as across content areas. Our greatest barriers are time and funding. Teachers are unable to meet and plan or develop curriculum beyond common preparation periods due to the lack of funds to hire substitute teachers as well as our inability to pay teachers beyond the normal school day.

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.

- 1. By June 2011, we will develop a formalized vocabulary curriculum across grades kindergarten through eight. This curriculum will include vocabulary acquisition benchmark assessments for students in grades K-8 across content areas in the literacy strands of reading, writing, and speaking.**
- 2. By June 2011, we will develop interim measurable milestones to facilitate progress checking of all targets and goals set for students across grades K-8.**
- 3. By June 2011, staff will be able to effectively engage in data analysis of multiple sources and use this information to implement, monitor, revise and drive instruction across content areas and grade levels.**

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 (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will develop a formalized vocabulary curriculum across grades kindergarten through eight. This curriculum will include vocabulary acquisition benchmark assessments for students in grades K-8 across content areas in the literacy strands of reading, writing and speaking.</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>In grades K-5, each day during the 90-minute Literacy Block and in grades 6-8 during instructional periods, teachers will implement the components of the Balanced Literacy Program which will include, but are not limited to the following:</p> <ul style="list-style-type: none"> ➤ Read alouds, mini-lessons, partnerships, guided reading, shared reading, independent reading, conferencing, interactive writing, phonics/phonemic awareness, and response to literature, reading logs and/or journals and assessments using rubrics ➤ Writer’s notebook, mini-lessons, seed ideas, drafting, revising, editing, conferring, and assessment using rubrics. Genre writing instruction in personal narrative, non-fiction, realistic fiction, poetry, narrative procedure, response to literature, modeling author’s craft will be taught. Written work will be exhibited in newsletters, oral presentations, publishing parties, student goal setting, etc. <p>In grades K-5, embedded in this Literacy Block, and in grades 6-8 during instructional periods a minimum of three times a week will be explicit vocabulary instruction which will take place during our “Word Work” time. Teachers will include but are not limited to the following instructional structures:</p>

	<p>➤ Verbal/visual word introductions, contextual practice, cloze activities, student illustration of words, picture example/non-example, dramatizing words, word associations, reader's theatre, vocabulary puzzles, word graveyard, silly story, spirit fingers, book club vocabulary day, funny paragraphs, active alphabet, vocabulary graphic organizers, flash cards, vocabulary mind mapping exercises, vocabulary practice night and word walls</p> <p>Reading and Writing process, comprehension and vocabulary acquisition strategies will be integrated within content area curriculum in Social Studies, Science, and Math.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> ● September Professional Development day ● January and March Professional Development days (contingent on DOE approval) ● Faculty Conferences ● Grade/Department Meetings ● K-1 "Foundations" program (Contract for Excellence Funding) ● Classroom Library Books (Fair Student Funding) ● Inquiry Team (Inquiry Team funding) ● ICI/CFN Support (Student Support Organization Cost)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Running Records ● Student Writing Samples ● Student writing drafts, revisions and published pieces ● Writers' Notebooks ● Reading Response Notebooks ● Conference Notes ● Teacher Created Assessments (See Action Plan structures) ● Spelling Tests ● Vocabulary Tests ● Acuity Interim Assessment Results ● NYS Standardized Tests Results ● ECLAS/E-PAL Results ● Formal and informal teacher observations (See Action Plan)

Across Content Areas

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will develop interim measureable milestones to facilitate progress checking of all targets and goals set for students across grades K-8.</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>Unit of study goals will be developed using key learning objectives and key standards. Based upon student needs, students will choose or be assigned particular learning goals in consultation with classroom and intervention teachers. Teachers will utilize program benchmark assessments as well as teacher created benchmark assessments to evaluate student progress and to monitor and revise as needed. This will happen across grade levels and content areas K-8.</p> <p>Teachers will meet for congruence meetings four times a year to assess student progress and develop or revise academic intervention plans. These meetings will include all teachers who service the student including related service providers.</p> <p>Parents will be given letters that identify student learning goals and/or academic intervention plan. Parents will be provided with recommendations of strategies for appropriate learning strategies and techniques that can be completed at home.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Quarterly Congruence Meetings Review (Per-Session/Per-Diem Funding) • Weekly Principal’s Newsletter (OTPS Funds) • Materials needed for classroom systems (OTPS Funds) • PRIM Manuals for each grade level (OTPS Funding) • Professional Texts (OTPS Funding)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Quarterly review of CEP with all staff members • Weekly Principal’s Newsletter • Quarterly review of school Quality Review Data • Quarterly Congruence Meetings Review

Subject/Area (where relevant): Across Content Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, staff will be able to effectively engage in data analysis of multiple sources and use this information to implement, monitor, revise and drive instruction across content areas and grade levels.</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><u>EARLY CHILDHOOD GRADES (K-2)</u></p> <p><u>Data Sources:</u></p> <ul style="list-style-type: none"> • Student Portfolios • Classroom Performance • Running Records • Teacher Observations • ECLAS <p>Analysis of ECLAS (Early Childhood Language Arts System) results in grades (K-3) will be used for differentiation of instruction, small group instruction and AIS services for students.</p> <p><u>UPPER ELEMENTARY AND MIDDLE SCHOOL GRADES (3-8)</u></p> <p><u>Data Sources:</u></p> <ul style="list-style-type: none"> • NYS Standardized ELA, Math, Social Studies, and Science • Acuity- Interim ELA & Math Assessments • Regents Exams- Earth Science, Integrated Algebra, Foreign Language • Teacher observations through group and individual conferencing <p>Analysis of all assessing instruments will be completed by the classroom teacher and Literacy Coach in order to fully differentiate instruction, provide correct small groupings according to ability, to target students in need of AIS services and to obtain those services as quickly as possible.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • September Professional Development day • January and March Professional Development days (contingent on DOE approval) • Faculty Conferences • Grade/Department Meetings • Review of CEP with all staff members • Principal's Newsletter • School Leadership Team Meetings (Fair Student Funding) • Review of Inquiry Team Data (Inquiry Team Funding)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim review of CEP with all staff members • Principal's Newsletter • Review of school Quality Review Data • School-Walkthroughs • Informal classroom observations • Formal classroom observations • Small group instruction • Flexible grouping • Discussions at grade/department conferences • ITA's • Predictive Assessments

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	29	29	N/A	N/A	0	0	0	0
1	34	34	N/A	N/A	1	0	0	1
2	31	31	N/A	N/A	0	0	0	0
3	24	24	N/A	N/A	0	1	0	0
4	51	51	25	25	0	0	0	0
5	44	44	22	22	0	0	1	0
6	61	61	28	28	1	0	1	0
7	66	66	36	36	0	0	0	0
8	72	72	54	54	3	0	0	0
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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:	<ul style="list-style-type: none"> • Wilson – extended day – Mon – Thurs 2:20 – 3:00 PM • Students with Level 1 & 2 scores and students at-risk –small groups- AIS ELA Services- • Tue & Thurs Provided from 3:00 – 4:00 PM • AIS Teachers- Small group instruction for Grades K– 8 • Saturday Success Program – 8:00 – 12:00 PM – small group test sophistication for students in Grs. 3 – 8
Mathematics:	<ul style="list-style-type: none"> • Students with Level 1 scores and students at-risk –small groups- AIS Math Services- • Tue & Thurs Provided from 3:00 – 4:00 PM • Saturday Success Program – 8:00 – 12:00 PM – small group test sophistication for students in Grs. 3 – 8
Science:	<ul style="list-style-type: none"> • Students at-risk –small groups • Flexible student groups by interest • Flexible student groups by ability level • Explore Learning • Castle Learning
Social Studies:	<ul style="list-style-type: none"> • Students at-risk –small groups • Flexible student groups by interest • Flexible student groups by ability level • Castle Learning • Explore Learning
At-risk Services Provided by the Guidance Counselor:	Grades K – 8 at-risk counseling
At-risk Services Provided by the School Psychologist:	Grades K – 8 at-risk counseling

At-risk Services Provided by the Social Worker:	Grades K – 8 at-risk counseling
At-risk Health-related Services:	Grades K – 8 at services provided by Hearing Teacher

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PART I: SCHOOL ELL PROFILE

PS/IS 266 is located on the Glen Oaks (Frank Padavan) Campus in Bellerose, Queens. The School Support Organization is LSO-ICI-CFN.205 and the Network Leader is Marguerite Straus. The total population of students is 679, which includes 31 in Pre-Kindergarten.

There are 17 ELLs in the building, 2.50% of the total population. They are serviced by one certified ESL teacher.

PART II: ELL IDENTIFICATION PROCESS

A student's eligibility for initial testing on the LAB-R is based on the Home Language Survey. If the survey indicates another language other than English, a home language survey in that language is given to the parent/ guardian, if available. If the home language is one other than English, the LAB-R is administered to the student. When students fall below the cut scores for their grade level on the LAB-R, they are placed in the ESL Program. Entitlement letters, along with the Parent Surveys and Program Selection Forms, are then sent out in English and in the home language, if available.

A Parent Orientation is scheduled for parents/guardians of new ELLs. Interpreters are present, if necessary, for communication with the Principal, Parent Coordinator, or ESL Teacher who are present at this meeting. A video is shown describing all three program choices, one in English and in other relevant languages, if available (other languages available are: Albanian, Arabic, Bengali, Chinese, French, Haitian, Korean, Polish, Punjabi, Russian, Spanish, and Urdu). If parents/guardians cannot attend this orientation during school hours, the ESL teacher will schedule one during evening hours. Parent Surveys and Program Selection Forms are completed and kept on file. Parents have continued to request the Freestanding ESL Program offered here.

PART III: ELL DEMOGRAPHICS

Classes are heterogeneous, mixing levels and grades. Kindergarten and First Grade are combined. Sixth and Seventh Grades are also combined. The ESL teacher will have a combination pull-out and push-in program. The latter model decreases lost instructional time due to student travel to and from the ESL classroom. It also promotes collaboration between the classroom and ESL teacher, who can provide language acquisition and vocabulary support while retaining content instruction time.

Fifteen of the seventeen ELLs are newcomers, receiving less than three years of service. Two are in the 4-6 year category, one of which is a SIFE. There are no long-term ELLs who have received services beyond six years.

There are five Kindergarten students, four of whom are Advanced and one at the Beginning level. The home language for two of them is Korean, one Hindi, one Malayalam, and one Spanish. There are six first-grade students: One is at the Beginning level, three are Intermediate, and two are Advanced. Punjabi is the home language for one, Malayalam for two, Hebrew for two, and one is Korean. There are two second graders, both at the Advanced level. The home language is Punjabi for both. There are two seventh graders, both Advanced. Their home languages are Spanish and Urdu. There are two eighth-grade students, one Intermediate and one Advanced. The eighth grader at the Advanced level is a SIFE. One home language is Malayalam and the other Russian.

Programming and Scheduling Information

The ESL instructional program at PS/IS 266 is a Freestanding ESL Program, which is diversified in its instructional approach to meet the needs of all ELL students. Lesson plans and materials appropriately correspond to ELLs' various ages and grade levels.

All instruction is in English. ESL instruction is aligned to ESL/ELA Learning Standards. The ESL teacher uses visuals and realia at all levels to support students' understanding of content. Charts and other graphic organizers enable students to understand information in manageable chunks and make concepts more comprehensible. The ESL Teacher focuses on language functions and structures, taught within the context of lesson. She also scaffolds academic language to support students' participation in content areas. Students will receive additional support services from classroom teachers, as well as AIS staff (Reading Resource Teacher) and our Math and Literacy Coaches.

Beginner and Intermediate students receive 360 minutes of instruction per week, and 180 minutes for Advanced students.

Students who reach proficiency on the NYSESLAT are placed in Reading Resource with a certified Reading Teacher. They also are invited to attend Extended Day, and AIS after-school/Saturday programs. For two years following their exit of the ESL Program, they continue to receive the same test accommodations extended to ELLs.

All ELLs in the building are afforded equal access to all school programs. During school hours, they attend assembly, gym, and talent—either Computer or Art. All students are invited to try out for after-school sports teams (basketball and volleyball).

Literature-based materials—including library books—a listening center with books on tape, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books. Students go to Computer class, and the ESL Teacher also uses computer programs on CD and the Internet. There is a small supply of dual-language books in English and Spanish. Newcomers are

assigned a “buddy” for support. Peer tutoring is also implemented, formally in middle school (periods specifically set aside), and informally in elementary. The ESL Teacher differentiates instruction which corresponds to students’ proficiency levels. Visuals, realia, books on tape, and TPR are some of the ESL methods employed. The Foundations reading program is implemented in all Kindergarten classes.

Due to teacher contracts, there are no activities in place for newly enrolled ELL students before the beginning of the school year. However, there is an orientation in June for incoming students and one in August for students entering 6th grade.

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.

Professional Development and Support for School Staff

Staff development takes place on an ongoing basis. General Education staff, as well as ESL staff members, receive training throughout the academic year. The focus is on methodologies that can be implemented on a daily basis in the General Education classroom with an emphasis on teaching through multiple modalities.

Parental Involvement

PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child’s education. Translated materials are distributed to students and parents in their native languages. PAC meetings are scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher/parent meetings.

Oral translations are provided by the DOE Office of Translation Services and by parent volunteers and school personnel, when appropriate and available. Other translation services are provided through a contracted vendor: LEGAL INTERPRETING SERVICES.

Written translations, as made available by the DOE and where necessary by parent volunteers, are provided. Parents are informed of the availability of translation services and given a request form to complete if these services are needed.

The staff works with the Parent Coordinator to address the needs of parents.

PART IV: ASSESSMENT ANALYSIS

All data regarding Assessment Analysis reflect students' grade levels from last year. Overall results for the NYSESLAT are as follows: Two of the Kindergarten students scored at the Intermediate level, and one Proficient. Three of the first graders were Proficient, two were Advanced, and one Intermediate. Both second-grade students scored at the Advanced level. For Listening/Speaking: One student was Intermediate, one Advanced, and one Proficient in Kindergarten. Three of the first graders scored Proficient, and three Advanced. Both eighth-grade students scored at the Proficient level. For Reading/Writing: Two Kindergarteners were Intermediate, and one Proficient. Four first-grade students scored Proficient, one Intermediate, and one Advanced. One eighth grader was Advanced and one Intermediate.

The patterns across proficiency levels reveal that students generally score higher in the modalities of Listening and Speaking than in Reading and Writing. Rigorous instruction is implemented in these areas. To target reading, these students will receive AIS from a certified Reading Teacher. ESL and Classroom teachers will work with ELLs in small groups to target writing deficiencies during the regular school day, as well as during extended day.

The ESL program is essential in providing the necessary instruction for ELLs so that they can understand what is happening in their classrooms. The ESL Teacher aligns grade curriculum to the ESL classroom and reinforces skills learned in the classroom. Congruence meetings take place where the ESL teacher consults with classroom teachers to make them aware of each ELL student's language proficiency and needs, including specific language difficulties, such as language structures and vocabulary.

Decrease in the need for native language support indicates success in attaining proficiency for our ELLs. Results from the NYSESLAT are also an indicator. Four out of the eleven students tested last year (two students moved out of state) reached proficiency/tested out. Three of those were first graders. The remaining three first-grade students advanced one level. Feedback from classroom teachers is positive, in that the performance of ELL students has steadily improved.

Section III. Title III Budget

School: 266 BEDS Code: 342600010266

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 -	\$5,500	Per session for ESL and General Ed teacher to support ELL students
Purchased services - High quality staff and curriculum development contracts. -	\$3,500	Translation services for parent/teacher meetings, PTA meetings and translation of parent notices.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. -	\$4,500	Books, curriculum, trade books, books on tape, paper, posters, teacher materials, etc. for instructional purposes
Educational Software (Object Code 199)	\$2,000	Language/reading development software for in school instruction
Travel	\$1,500	Meetings, Translators, workshops
TOTAL	\$17,000	

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.

We utilize the information from Home Language Surveys as well as ethnicity information as provided in ATS. In addition, parents are surveyed at the beginning of the school year in regards to what language they would like to receive school notices in.

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.

We have found that through parent surveys, the majority of our parents request that school notices be sent home in English, even if this is not the native language of the family. We believe that this is due to the fact that our families are from a higher Social Economic Status and that many of them are not first generation immigrants.

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 will provide translation services for school notices and any necessary written parent communications. If requested, we will also provide translation services for PTA meetings as requested. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor, Legal Interpretation Services.

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.

We will provide translation services for parent teacher conferences and any parent meetings as needed. If requested, we will also provide translation services for PTA meetings. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor, Legal Interpretation Services.

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>.

In order to ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education, the school will provide translation services for school notices and any necessary written parent communications. If requested, we will also provide translation services for PTA meetings as requested. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor. We will provide translation services for parent teacher conferences and any parent meetings as needed. If requested, we will also provide translation services for PTA meetings. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor. We will also utilize the DOE's Translation and Interpretation Unit within the office for Family Engagement and Advocacy to provide language access support to families and parent leaders.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 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 FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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.
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

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).

We do not have students in temporary housing.

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

We are not a Title I school and do not have Title I set-aside funds.

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. / I.S. 266					
District:	26	DBN:	26Q266	School		342600010266

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	28	29	31		96.2	96.6	96.6
Kindergarten	68	56	54				
Grade 1	43	64	68	Student Stability - % of Enrollment:			
Grade 2	63	47	67	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	54	66	49		99.4	99.4	98.5
Grade 4	77	58	78				
Grade 5	89	79	60	Poverty Rate - % of Enrollment:			
Grade 6	74	90	97	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	93	78	92		16.5	36.0	35.9
Grade 8	90	92	81				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	2	2
Grade 12	0	0	0				
Ungraded	2	3	2	Recent Immigrants - Total Number:			
Total	681	662	679	(As of October 31)	2007-08	2008-09	2009-10
					1	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	6	9	Principal Suspensions	2	7	17
# in Collaborative Team Teaching (CTT) Classes	28	28	32	Superintendent Suspensions	0	0	0
Number all others	63	62	80				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	44	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	7	14	TBD				
# ELLs with IEPs	0	3	TBD				

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

(As of October 31)	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	3	8

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	2	% fully licensed & permanently assigned to this school	93.6	95.5	100.0
				% more than 2 years teaching in this school	83.0	81.8	83.0
				% more than 5 years teaching anywhere	61.7	68.2	83.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	93.0	97.9
American Indian or Alaska Native	0.6	0.6	0.4	% core classes taught by "highly qualified" teachers	95.9	85.3	100.0
Black or African American	11.6	11.2	11.2				
Hispanic or Latino	15.3	14.5	16.9				
Asian or Native Hawaiian/Other Pacific	41.7	43.5	42.4				
White	30.5	28.7	28.4				
Male	53.3	55.7	54.1				
Female	46.7	44.3	45.9				

2009-10 TITLE I STATUS

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

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	v	v	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial	-	-				
Students with Disabilities	v	v				
Limited English Proficient	-	-				
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:	NR			
Overall Score:	50.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment: <i>(Comprises 15% of the</i>	7.8	Quality Statement 2: Plan and Set Goals				
School Performance: <i>(Comprises 25% of the</i>	12.9	Quality Statement 3: Align Instructional Strategy to Goals				
Student Progress: <i>(Comprises 60% of the</i>	23.3	Quality Statement 4: Align Capacity Building to Goals				
Additional Credit:	6.3	Quality Statement 5: Monitor and Revise				

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

**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 LSO-ICI-CFN.205	District 26	School Number 266	School Name
Principal Nicole Scott		Assistant Principal Paul Winter	
Coach Leslie Popkin, Literacy Coach		Coach Sharon Hoffman, Math Coach	
Teacher/Subject Area Joan Carter, ESL Teacher		Guidance Counselor Natalie Mir	
Teacher/Subject Area type here		Parent April Cherry	
Teacher/Subject Area type here		Parent Coordinator Lori Nestor	
Related Service Provider Ann Marie Venezia		Other type here	
Network Leader Marguerite Straus		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
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	679	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	2.50%
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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.

A student's eligibility for initial testing on the LAB-R is based on the Home Language Survey. If the survey indicates another language other than English, a home language survey in that language is given to the parent/guardian, if available. If the home language is one other than English, the LAB-R is administered to the student. When students fall below the cut scores for their grade level on the LAB-R, they are placed in the ESL Program. For Spanish-speaking students who fail the LAB-R, the Spanish LAB is administered. Entitlement letters, along with the Parent Surveys and Program Selection Forms, are then sent out in English and in the home language, if available. A Parent Orientation is scheduled for parents/guardians of new ELLs. Interpreters are present, if necessary, for communication with the Principal, Parent Coordinator, or ESL Teacher who are present at this meeting. A video is shown describing all three program choices, one in English and in other relevant languages, if available (other languages available are: Albanian, Arabic, Bengali, Chinese, French, Haitian, Korean, Polish, Punjabi, Russian, Spanish, and Urdu). If parents/guardians cannot attend this orientation during school hours, the ESL teacher schedules one during evening hours. Parent Surveys and Program Selection Forms are completed and kept on file. Parents have continued to request the Freestanding ESL Program offered here.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	5	6	2					2	2					17
Total	5	6	2	0	0	0	0	2	2	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving	15	Special Education	0

		service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15			2	1		0			17
Total	15	0	0	2	1	0	0	0	0	17

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

C. Home Language Breakdown and ELL Programs

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

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1							1						2
Chinese														0
Russian									1					1
Bengali														0
Urdu								1						1
Arabic														0
Haitian														0
French														0
Korean	2	1												3
Punjabi		1	2											3
Polish														0
Albanian														0
Other	2	4							1					7
TOTAL	5	6	2	0	0	0	0	2	2	0	0	0	0	17

Part IV: ELL Programming

A. Programming and Scheduling Information

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

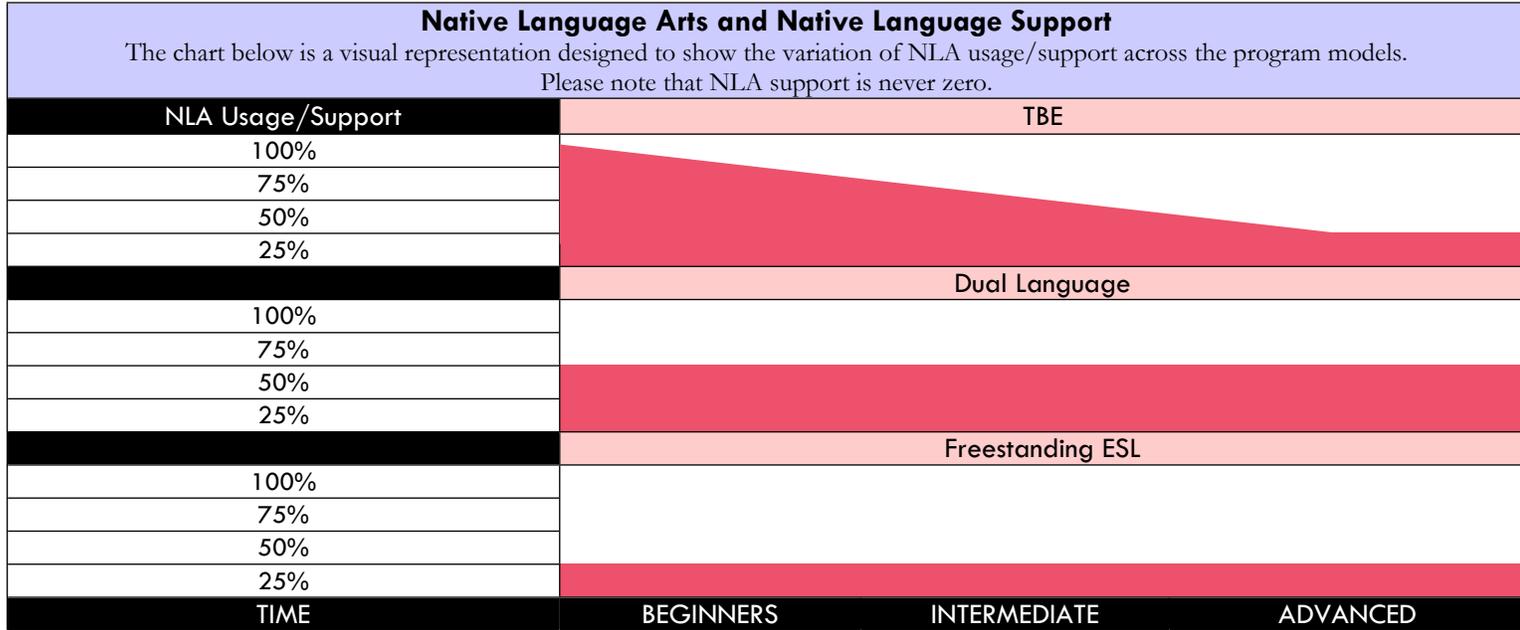
The ESL instructional program at PS/IS 266 is a Freestanding ESL Program. The pull-out model is used, as the ESL Teacher is here only half time; and grades must be combined in order to fully service the students. Classes are heterogeneous, mixing levels and grades. Kindergarten and First Grade are combined. Certain periods require that Kindergarten, First and Second Grades are combined. Sixth and Seventh Grades are also combined. All instruction is in English. ESL instruction is aligned to ESL/ELA Learning Standards. The ESL teacher uses visuals and realia at all levels to support students' understanding of content. Charts and other graphic organizers enable students to understand information in manageable chunks and make concepts more comprehensible. The ESL Teacher focuses on language functions and structures, taught within the context of lessons. She also scaffolds academic language to support students' participation in content areas. Instruction is differentiated in the ESL class according to levels, and students are assigned different classroom and homework assignments. Students receive additional support services from classroom teachers, as well as AIS staff, and our Math and Literacy Coaches. SIFE students receive targeted instruction in reading and writing. They also attend extended day and are invited to our Saturday Academy. Beginner and Intermediate students receive 360 minutes of instruction per week, and 180 minutes for Advanced students.

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

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

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

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



B. Programming and Scheduling Information--Continued

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?

QUESTIONS 7 & 8 Students receive additional support services from classroom teachers, as well as AIS staff and our Math and Literacy coaches. ESL and classroom teachers work with ELLs in small groups to target deficiencies during the regular school day, as well as during extended day. Services are offered in English. Students who reach proficiency on the NYSESLAT are placed in Reading Resource with a certified Reading Teacher. They also are invited to attend Extended Day, and AIS after-school/Saturday programs. For two years following their exit of the ESL Program, they continue to receive the same test accommodations extended to ELLs. All ELLs in the building are afforded equal access to all school programs. During school hours, they attend assembly, gym, and talent—either Computer or Art. All students are invited to try out for after-school sports teams (basketball and volleyball). Literature-based materials—including library books—a listening center with books on tape, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books. Students go to Computer class, and the ESL Teacher also uses computer programs on CD and the Internet. There is a small supply of dual-language books in English and Spanish. Newcomers are assigned a “buddy” for support. Peer tutoring is also implemented, formally in middle school (periods specifically set aside), and informally in elementary. The ESL Teacher differentiates instruction which corresponds to students' proficiency levels. Visuals, realia, books on tape, and TPR are some of the ESL methods employed. The Foundations reading program is implemented in all Kindergarten classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Staff development takes place on an ongoing basis. General Education staff, as well as ESL staff members, receive training throughout the academic year. The focus is on methodologies that can be implemented on a daily basis in the General Education classroom with an emphasis on teaching through multiple modalities.

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?

PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child's education. Translated materials are distributed to students and parents in their native languages. PAC meetings are scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher/parent meetings. Oral translations are provided by the DOE Office of Translation Services and by parent volunteers and school personnel, when appropriate and available. Other translation services are provided through a contracted vendor: LEGAL INTERPRETING SERVICES. Written translations, as made available by the DOE and where necessary by parent volunteers, are provided. Parents are informed of the availability of translation services and given a request form to complete if these services are needed. The staff works with the Parent Coordinator to address the needs of parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

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

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

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

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

New York State Regents Exam

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

classroom. The ESL Teacher meets with classroom teachers to discuss each ELL student's language proficiency and needs, including specific language difficulties, such as language structures and vocabulary. Decrease in the need for native language support indicates success in attaining proficiency for our ELLs. Results from the NYSESLAT are also an indicator. Four out of the eleven students tested last year reached proficiency/tested out. Three of those were first graders. The remaining three first-grade students advanced one level. Feedback from classroom teachers is positive, in that the performance of ELL students has steadily improved.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		