



**COMMUNITY SCHOOL 66
THE SCHOOL HIGHER EXPECTATIONS**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 12X066

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X066 **SCHOOL NAME:** THE SCHOOL OF HIGHER EXPECTATIONS

SCHOOL ADDRESS: 1001 JENNINGS STREET BRONX, NEW YORK 10460

SCHOOL TELEPHONE: 718-542-2974 **FAX:** 718-589-7375

SCHOOL CONTACT PERSON: PAUL TURCI **EMAIL ADDRESS:** PTURCI@SCHOOLS.NYC.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: JOYCE RILEY

PRINCIPAL: THOMAS DEGRAZIA

UFT CHAPTER LEADER: PAUL TURCI

PARENTS' ASSOCIATION PRESIDENT: CHARIS HOPWOOD

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: RUDY RUPNARAIN

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Thomas DeGrazia	*Principal or Designee	
Paul Turci	*UFT Chapter Chairperson or Designee	
Charis Hopwood	*PA/PTA President or Designated Co-President	
Michelle Vargas	Member/Parent	
Judy Conde	Member/Parent	
Mayra Vera	Member/Parent	
Lacena Knight	Member/Parent	
Theresa Locus	Member/Parent	
Joyce Riley	SLT Co-chair/Teacher	
Brian Doherty	Member/Teacher	
Louie Charvet	Member/Teacher	
Michelle Dominguez	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Located in the South Bronx neighborhood of Crotona Park East, Community School 66 was built in the same year as the original Yankee Stadium (1923). 85 years of the history and culture of the South Bronx have passed through these school doors and halls. Community School 66 (CS 66) is housed in a grand, well maintained, brick building that projects the potency of public education. The school is situated between residential and industrial land use, along the western flank of the Sheridan Expressway and the Bronx River.

Both students and staff reflect diverse backgrounds and personal experience. Children of immigrants sit side-by-side with children of third and fourth generation community residents. During the past 25 years, residential development and population growth in the school community have risen significantly, largely due to Federal Housing Programs. While much improvement is visible, the community still relies on Federal Programs; for example, 97.4% of the students are eligible for free school lunch. CS 66 has embraced and adapted to the recent change in demographics with additional ESL teachers and staff being brought into the school to meet the growing demand for language acquisition services. The traditional bi-lingual classes have been phased out and replaced by a free-standing ESL program, featuring push-in service to a larger number of students. Academic Intervention Services (AIS) have been expanded to reach a greater number of students each day. In addition to the growth of students who are ELL we have also had a growth in our population of students who live in temporary housing. This group of students now makes up more than ten percent of our total student body, and as a result we have realigned our school's monetary and personnel resources to address the needs of this unique population.

Furthermore, great accomplishments are many, but perhaps the most significant is the removal of CS 66 from the SINI list and the return to being classified as a school in good standing. Student attendance has shown significant improvement. Other notable accomplishments include the addition of regular art and music classes, after school programs, such as: LEGO Robotics, Science Club, Art, Soccer, Photography, Guitar, Violin and Fitness. In addition due to their great success we have continued our special events and programs during the school day. These include Friday afternoon "club" activities such as school newsletter, art and student council.

The staff includes many experienced teachers and a support staff that has two deans, a SAVE room, a guidance counselor, three social workers, a child psychologist and an Academic Intervention Specialist for every grade. Our Teacher Academy was formed in 2007 to support t teachers who were new to teaching or new to CS 66 has transformed into a Teacher Academy. This academy was expanded to include all staff and all teachers and has become a regularly attended venue at CS 66. Through the generosity of the Trust for Public Land, CS 66 was the recipient of a million dollar renovation to the play yard located behind the school. The new play yard and murals around the building's foundations complete a beautiful and proud structure that is complemented by a dedicated and hardworking staff.

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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input 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 type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<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				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input 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							

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?

Performance Trends:

In looking at our NCLB/SED accountability status we are a school that is in good standing. In looking closer at our New York State Report Card we did make AYP for all students in ELA, Math and Science; however, for our subgroup data, Students with Disabilities and LEP Students, we only met our Safe Harbor Target in ELA. In addition to the subgroup data we noticed that our students in Grades 3, 4 and 5 did not achieve the same percentage of levels 3 and 4 on the ELA exam as in previous years.

In order to meet the needs of our LEP Students we have ongoing professional development for all teachers who have ELL students in their classes, 3 ESL push in teachers, we have placed 1 AIS teacher per grade for push in services during the literacy blocks, and we have an afterschool program for 90 minutes, 3 days per week that has began in October this year instead of January. This afterschool program focuses on addressing these students in ELA, Math and NYSESLAT.

A significant aid to improvement will be the reconfiguration of our literacy block, coordinated by our Assistant Principals and two Literacy Coaches. The block is now 129 minutes and the components have been realigned to maximize time and focus addressing on student needs. Classroom libraries will be stocked with more nonfiction literature. Mathematics instruction will be based on the Every Day Math curriculum; instruction will be supported by an on-site Math Coach. The School Leadership Team and the Data Team will play a positive role in communicating with teachers and advising and assisting the Principal on program adjustments during the school year based on frequent review of student performance and attendance data.

Greatest Accomplishments:

During the last three years great accomplishments are many, but perhaps the most significant is the removal of CS 66 from the SINI list. According to ATS attendance data our student attendance has shown significant improvement going from 90.5% in 2006-2007 to 92.5% in 2009-2010. Other notable accomplishments include the addition of regular art and music classes, after school programs, such as: LEGO Robotics, Science Club, Cooking, Chess, Art, Soccer, Photography, Guitar, Violin and Fitness. Additional special events and programs during the school day include Mighty Milers, Ballet and Friday afternoon "club" activities such as school newsletter, cooking, art and student council.

Aides and Barriers to continued school improvement:

The list of accomplishments is long; however, there are a few challenges as the school looks ahead. As highlighted in our New York State Report Card perhaps the two of the most difficult challenges that we face are that the student population suffers from a high rate of transfers, only 86.2% stability and a high percentage of students in temporary housing, 10% of the population. This constant addition and subtraction of students results in ever-changing student dynamics and class sizes. The need exists for a new approach to handling the admission and discharge of students. After careful review of admissions and checking of students records another new area of concern is Students in Temporary Housing. Last year we had 105 students and this year we are at 101. In seeing this trend we have realigned funding, staff and programs to meet the unique needs of the students and their families.

Avoiding high levels of teacher turnover is essential. Funding and staffing to support teachers and control class size is a key component in retaining a dedicated, qualified and experienced staff. Parental involvement is improving slowly, and efforts must be undertaken to maintain this trend. The number of suspensions at CS 66 is incongruous with the spirit and mission of the school. PBIS has been implemented as the school-wide system for managing student behavior and is fully supported every day during the school year, such that all students, new or otherwise, are fully aware of the conduct expected in school. This system includes input from all constituencies in the school community and behavior matrixes have been constructed and implemented for all areas within the school.

Last year a “Respect for All” anti-bullying initiative was implemented using in-class lessons provided by NYCDOE. This school year we will continue this program and we have selected three staff members to provide professional development to teachers and follow-up during the school year. The possibility of significant budget cuts will force mid-year changes to programs and staffing that support continued improvement in student performance. The school will need to review the roles and effectiveness of all programs, staffing and consultants to determine potential areas of cost saving or gains in productivity.

A final concern is the delicate balance between the available space within the building and the competing needs of two schools. Fannie Lou Hamer Middle school is situated on the fifth floor of the school building, and their needs present difficulties in scheduling and use of common spaces such as the auditorium, cafeteria, science laboratory and library. Scheduling and staffing at all common areas need to be reviewed by both schools to ensure the most effective use given the respective student populations at each school

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 increase by 2% the number of students in grades 3, 4 and 5 achieving levels 3 and 4 in ELA. This means that we will have an increase from 33.9% of students achieving levels 3 and 4 to 35.9 % of students achieving levels 3 and 4.**
2. **By June 2011 we will increase by 2% the number of students in grades 3, 4 and 5 achieving levels 3 and 4 in Math. This means that we will have an increase from 48% of students achieving levels 3 and 4 to 50 % of students achieving levels 3 and 4.**
3. **By June 2011 we will increase the opportunities for enrichment by expanding the number of subjects taught by Content Area Teachers (cluster teachers) from 3 subjects to 5 subjects.**
4. **By June 2011 there will be a 15% increase in the number of workshops for parents. Last year we had 35 workshops for Parents throughout the school year. This year a 15% increase would mean that this year we will have 41 workshops for parents.**

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 2009-10 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 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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 we will increase by 2% the number of students in grades 3, 4 and 5 achieving levels 3 and 4 in ELA. This means that we will have an increase from 33.9% of students achieving levels 3 and 4 to 35.9 % of students achieving levels 3 and 4.</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>We will decrease the student teacher ratio as much as possible with available resources. We have one AIS teacher for each testing grade to model best practices and to push-in during literacy blocks and service at-risk students; we have 2 academic coaches to model lessons and provide professional development (i.e.: facilitate Lab Sites, foster collaboration among teachers); weekly planning meeting/common prep periods by grade level for all teachers; use of one extended day session per week for teacher team meetings focusing on data management, analysis and adjustment in planning to meet the needs of students; intra-grade and inter-grade visitation; attend CFN workshops; training on data collection, analysis and review and use to adjust instruction as needed; school based new teacher mentoring; and Teacher Academy.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Additional resources are needed for this action plan. As stated above, CFE and ARRA funds will be used. Scheduling will be flexible to accommodate the needs of teachers. In order to accommodate Professional development of staff we have allocated some of our C4E funds in absentee coverage to allow staff to attend professional development activities. An eight period school day will allow for a scheduled common prep by grade level in addition to a regular prep on the same day. An SBO vote was held to create teacher team meetings for one fifty(50) minute extended day session.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- ❖ **Increased student achievement on ELA ACUITY interim assessments; increased student achievement on Simulated NYS ELA exams(which are given three times per year. October, January and March); teachers implement Best practices from model lessons and PD sessions; increase in total number of students making level 4 in ELA from the previous year (2009 – 2010).**

Addressing needs of all students in order to foster academic growth in the areas of art, music, science, social studies and library/research skills.

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 increase the opportunities for enrichment by expanding the number of subjects taught by Content Area Teachers (cluster teachers) from 3 subjects to 5 subjects.</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>Create a position for a Social Studies Cluster Teacher</p> <p>Create a position for a Library Cluster Teacher</p> <p>Expand the use of technology in all subject areas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Additional resources are needed for this action plan in order to staff additional subject area positions, such as; <i>music, art, science, social studies, math and writing</i>. This, in order to accommodate grades currently under-served in these areas. Our scheduling will be flexible to serve the needs of teachers and students alike. Current qualified staffers, as well as new hires, may be deployed to fill and service students in these areas. In order to accommodate Professional Development of staff, we have allocated some of our C4E funds in absentee coverage allowing staff to attend professional development activities. Additional funding will be required to create any After-School, Tutoring or Enrichment programs. Expanding the use of Technology will require more training and additional funds for repairs, upgrades and new equipment.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of interim progress will be demonstrated by the incorporation of the additional subject areas Social Studies, Library/Research skills into the school program.</p>

Parental Involvement

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 increase by 15% the number of workshops for parents. Last year we had 35 workshops for Parents throughout the school year. This year a 15% increase would mean that this year we will have 41 workshops for parents.</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>Collaborating with PSA and Office of Parent Coordinator to increase:</p> <ol style="list-style-type: none"> 1. Health, Wellness and Nutrition workshops for parents. 2. Workshops addressing student learning needs, expectations and homework requirements. 3. Workshops demonstrating how parents/families can best help students with their learning needs, expectations and homework requirements. 4. Parent/guardian workshops to improve English language skills. 5. Parent/guardian workshops on NYS Testing. 6. Workshops training parents how to access ARIS.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Additional resources are needed for this action plan. Recently announced mandatory budget cuts might affect the ability of CS 66 to fully pursue this action plan. Scheduling will be flexible to accommodate the needs of teachers, parents and guardians.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Parent Coordinator and PSA will track parent participation, feedback and next steps regarding each area and workshop. Parent Coordinator and PSA will conduct surveys of parents to determine priorities, needs and workshop topics.</p>

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): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</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>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>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	35	35	N/A	N/A	11	9	4	
1	28	28	N/A	N/A	21	6	22	
2	22	22	N/A	N/A	23	7	9	
3	45	45	N/A	N/A	15	4	10	
4	60	60	23	23	27	11	11	
5	45	45	28	28	18	3	12	
6								
7								
8								
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:	Service targeted students who received either a level 1 or 2 on the NYS ELA exam will be done through a push-in model during the regular school day; general class lesson/skill will be the foundation; small group and one-to-one alignment will coordinate with ESL program; data will be recorded by AIS staff for each student served to assess progress; tutoring and pull-out service will be based on assessment data (e.g., Woodcock/Johnson Assessment) and the SPELLREAD program will be offered as a small group intervention service. Extended day and After school programs targeting all level 1 and 2 students will be in place. Through the use of conceptual consolidation we will align our funds so that we can service all of our students with our AIS push in staff and after school program.
Mathematics:	Service targeted students who received either a level 1 or 2 on the Math exam Service will be Done through push-in model basis during the regular school day; general class lesson/skill will be foundation; small group and one-to-one alignment will coordinate with ESL program; data will be recorded by AIS staff for each student served to assess progress; tutoring and pullout service will be based on assessment data; Extended Day and After school programs targeting all level 1 and 2 students will be in place. Through the use of conceptual consolidation we will align our funds so that we can service all of our students with our AIS push in staff and after school program.
Science:	This subject will be covered during the nonfiction literacy portion of AIS program and AIS push in during the time this is being taught by the classroom teachers. A science cluster will supplement the in class teachings and provide additional instruction in this area to students in grades 3, 4 and 5.
Social Studies:	This subject will be covered during the nonfiction literacy portion of AIS program and AIS push in during the time this is being taught by the classroom teachers. A social studies cluster will supplement the in class teachings and provide additional instruction in this area to students in grades K, 1 and 2.
At-risk Services Provided by the Guidance Counselor:	Observations of children during classroom and play activities; review formal and informal child assessments and confer with teachers and parents to evaluate children’s strengths, problems or special needs; develop academic and behavioral goals for students; group and individual educational counseling; parent/student conferences; mandated reporter.

At-risk Services Provided by the School Psychologist:	Consultations with teachers to prepare child study report for child study team review; parent consultations to evaluate student, parent and family needs; participate on child study team; conduct functional behavioral assessments (FBA). Develop plans for behavioral modifications
At-risk Services Provided by the Social Worker:	Provide individual and group counseling to students that exhibit inappropriate behavioral patterns. Classroom observation to assess students with emotional stress. Making referrals to direct children and their family to community-based assistance providers and other community organizations. On-going parent conferences. Report allegations of physical abuse and educational neglect to the State Central Registry.
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) Kindergarten Throught Grade 5 Number of Students to be Served: _____ LEP 463 Non-LEP

Number of Teachers 3.5 Other Staff (Specify) At no charge to Title III the following staff will also work with our population of LEP students 1-Guidance Counselor, 1-Parent coordinatot, 4-Social Workers, *-School Aides, 4-Family Assistants, 11-Paraprofessionals and 1 Psychologist –
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The LEP students at C.S. 66 are serviced primarily through a push in ELL model, with one self contained ELL class on Kindergarten. We have 3.5 ELL teachers servicing our students. Our ELL students are clustered in 2 classes on each grade level with the ELL teachers pushing in daily primarily during the literacy block. In addition to utilizing ELL literacy activities the ELL teachers also use “Empire State NYSESLAT” and “Being a Writer” program for all grade levels. We selected a push in model based on the parent surveys and the past successes of the push in models we have previously utilized. The size of groups and duration of each class session depends on the levels of the students.

Our Title III supplemental program will run as follows:

In an effort to move our intermediate and advanced students to the proficient level we have created an ELL After School Institute with two classes for the higher level ELLs that meets Mondays, Tuesdays and Wednesdays from 3:15 -5:15 PM from January 1st through May 2011. We have 2 Self Contained Bilingual Special Education Classes which receive their ESL instruction from their classroom teacher and two Monolingual Self-Contained Special Education Classes which receive ESL push-in services.. The Self Contained Bilingual Special Education classrooms span 4 grade levels and utilize a combination of English Language and Native Language Instruction. As the students move through the grade levels and as they become more proficient their instructional language shifts more to English. Three teachers will support our ELLs and Bilingual Special Education Students in providing after-school support. This program will be an ELL specific program to target ELL students who are at risk. Our goal is to develop linguistic skills and enhance academic language and ultimately, help students prepare for the NYSESLAT exam. This program will focus on the areas that the data has revealed our students have had difficulty with.

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.

Bilingual teachers and ESL staff attend monthly workshops to develop their instructional craft and maintain awareness of new developments in the field. They attend outside conferences, meetings and workshops, such as, The Annual Bilingual Conference at Hostos, the ELL Literacy Leadership Institute sponsored by OELL, the workshops at Fordham offered by BETAC as well as many others offered throughout the city. C.S. 66 also provides in-house ongoing professional development through our Teacher Academy, Mentor Teacher program, ACUITY Academy, grade conferences and faculty meetings. We have also created half of a position for and ESL Coach to support the ongoing professional development in ELL literacy strategies for our classroom teachers. The internet is also used to research teaching practices and professional development opportunities. Last year CS 66 was invited to take part in “The Accelerating Achievement for English Language Learners Work Group” as a result of our successes over the past three years in moving these students . During these sessions we will share best practices with other schools as well as visit other sites to see these practices put in place and return to CS 66 and turn key with all ELL/ESL staff. In order to prepare for the program, our Title III program teachers will participate in 5 two-hour planning and study focused meetings.

Parent Involvement -

We are having the parents in the school for:

We will run ELL parent specific workshops on state testing, ARIS parent link, and afterschool programs that will be offered to their children. We will offer 3 ELL parent sessions, 2 hours each. Our two Title III program teachers will conduct the presentations. In order to increase community connection and expose our students and parents to outside city resources, we will plan city cultural trips. In addition on Friday afternoons we will have ongoing ESL classes for our parents.

Form TIII – A (1)(b)

School: CS 66 BEDS Code: 3212001066

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$23,820.00		
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	\$14,967.00	Supplemental Instructional Program: 3 teachers X 100 hours each = 300 hours of per session for ELL and BIL Sp Ed teachers to support ELL Students in the after-school program 300 hours x \$49.89 = \$14,967.00
	\$1,496.70	Professional Development: 5 two-hour planning and study focused meeting. 3 teachers X 5 sessions X 2 hours each X \$49.89 = \$1,496.70
	\$798.24	Parent Workshops: 2 teachers X 4 sessions X 2 hrs each @ \$49.89 = \$798.24
Parent Involvement - for Parent workshops	\$476	Parent Involvement: Parent resource materials, supplies, refreshments Having the parents in the school for: ELL parent specific workshops on state testing, ARIS parent link, and afterschool programs that will be offered to their children
	\$1,500.00	Student/ Parent Cultural Trips
Supplies and materials	\$2,282.06	<i>“Empire State NYSESLAT”</i> Materials for

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$1,300.00	<p>the after school program</p> <p>Teacher Resource Material for study group and planning General Supplies</p>
Educational Software (Object Code 199)		
Travel		
Other	\$1,000	For teachers professional development participation at BETAC and Office of ELLs.
TOTAL	\$23,820.00	

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.

According to School Profile Data, 73.7% of the student population at CS 66 comes from Spanish speaking homes. This data is based on the school demographic data, and it is derived from the Central NYC DOE Office of School Improvement. In addition to looking at this data we also look at the RHLA report from ATS and this gives us further information about our students' and their families' language. In addition in our offices we have the Department of Education Language Identification Cards available so that new parents can identify their language and then we can request the appropriate translation services.

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.

In general, CS 66 has ample bilingual staff to meet Spanish translation needs. However, the evaluation of students for special education services has been hampered by the lack of a Spanish-speaking school psychologist to conduct the required evaluations.

Also, there are a small number of students who come from non-English and non-Spanish speaking homes. (e.g., West African and Asian/Pacific Island immigrants). A small number of CS 66 staff can speak French, and this has provided very limited ability to communicate to parents. Oral translation in this area is a particular concern if the population of West African and Asian/Pacific Island students begins to grow. Written translation of some documents is available for some of the lower incident languages that are at CS 66 and is provided to these parents as needed. At faculty meetings, school leadership meetings, PSA meetings and parent workshops this information was discussed.

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.
All public documents such as school event notices, permission slips, monthly calendars and information about after-school programs are available in both English and Spanish. CS 66 has a number of highly qualified bi-lingual staff members – teachers, paraprofessionals and school aides. When needed, documents are translated from English to Spanish by on-site staff. Translation service is budgeted as a “per-session expense. As requested by parents of low incident languages we will reach out to other schools for translation assistance and if needed a company who provides translation
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.
Bi-lingual staff members are assigned to the main office and security positions, ensuring that first contact with students, parents or guardians will be correctly understood and responded to in an appropriate manner. In addition, bi-lingual staff are strategically assigned during parent-teacher conferences and other school events, so that oral translation is readily available to parents or guardians. CS 66 is currently in the process of identifying a Spanish-speaking school psychologist to improve the special education evaluation process. As requested by parents of low incident languages we will reach out to other schools for translation assistance and if needed a company who provides translation 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>.
The school will designate staff to serve as translators during the regular school day. Selected staff members will be notified as to their role and responsibilities in serving as translators, and they will be available during regular school hours. Parents and guardians will be notified about translation services in writing, on posters in the lobby and main office and by public bulletin board. In addition parents will be notified of translation services at PSA meetings and parent workshops. The school will outreach, when needed, for translation services in low incident languages.

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:	633,328	118,932	752,260
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,333	1,189	7,522
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	31,666	*	
4. Enter the anticipated 10% set-aside for Professional Development:	63,328	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% _____
6. If the percentage of high quality teachers during 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.

In looking at our NCLB/SED accountability status we are a school that is in good standing. In looking closer at our accountability data we did make AYP for all students in ELA, Math and Science; however, for our subgroup data, Students with Disabilities and LEP Students, we only met our Safe Harbor Target in ELA. In addition to the subgroup data we noticed that our students in Grades 3, 4 and 5 did not achieve the same percentage of levels 3 and 4 on the ELA exam as in previous years.

In order to meet the needs of our LEP Students we have ongoing professional development for all teachers who have ELL students in their classes, 4 ESL push in teachers, we have placed 1 AIS teacher per grade for push in services during the literacy blocks, and we have an afterschool program for 90 minutes, three times per week that began in October this year instead of January. This afterschool program focuses on addressing these students in ELA, Math and NYSESLAT. In addition we will be hiring an additional ESL teacher which will allow our ESL coordinator to provide ongoing professional development to the other ESL teachers, and classroom teachers with ELLs in

their rooms. This ongoing professional development will be in the form of model lessons in which the ESL coordinator will model best practices.

In order to meet the needs of our Students with Disabilities, we have placed 1 AIS teacher per grade for push in services during the literacy blocks, and we have an afterschool program for 90 minutes, three times per week that began in October this year instead of January. This afterschool program focuses on addressing these students in ELA and Mathematics. In addition we will be hiring an additional Special Education teacher which will allow our IEP coordinator to provide ongoing professional development to the other Special Education teachers. This ongoing professional development will be in the form of model lessons in which the ESL coordinator will model best practices.

A significant aid to improvement will be the reconfiguration of our literacy block, coordinated by our Assistant Principals and two Literacy Coaches. The block is now 129 minutes and the components have been realigned to maximize time and focus on addressing student needs. Curriculum Mapping for all content areas will involve teachers from all grade levels and content areas, and the result will enable teachers to develop students' reading stamina, apply sustained effort in writing and work with guided reading groups. Classroom libraries will be stocked with more nonfiction literature. Mathematics instruction will be based on the Every Day Math curriculum; instruction will be supported by an on-site Math Coach. The School Leadership Team and the Data Team will play a positive role in communicating with teachers and advising and assisting the Principal on program adjustments during the school year based on frequent review of student performance and attendance data.

CS 66 has a well formed Data/Inquiry Team that is responsible for the implementation of school-wide student performance assessment. Key tools for assessment include: standardized ELA and Mathematics tests required by New York State for students in grades 3, 4 and 5; Acuity testing program; ECLAS, and Fountas and Pinnell running records. Data is available to all teachers via computer access or printed hard-copy. Most staff members are trained to access the data. Most of the staff has been provided with laptop computers. City and State test results are readily available to all teachers. Reports are printed and distributed to all homeroom teachers. Data from Acuity assessments can be reviewed on the internet. In addition, the school had an SBO vote this year, and one of our extended day sessions has been devoted to data inquiry for teacher teams. These teams will meet to analyze data, identify trends, and use these plans to revise instruction.

2. Schoolwide reform strategies that:

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

Program resources will be used to maintain and improve Literacy and Mathematics instruction through student performance assessment, data management, instructional support and A.I.S. (tutoring). Assessment tools will be used regularly throughout the school year, and they will be managed by an on-site testing coordinator. Data from student assessments will be reviewed in a timely fashion, and it will be used to identify students with greater needs and to guide modifications to instruction. Academic Intervention Services (AIS) will target those students with greater needs. AIS staff will document their work with individual students and groups that they service, and they will adjust their instruction as indicated by assessment data. In addition there will be an afterschool program that will provide additional instruction in ELA and Mathematics. This program will run 90 minutes a day, three days a week from October through May. Through the use of Conceptual Consolidation we will use a variety of funding streams to ensure that all students (ELL, STH, Title 1) are enrolled in this program.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.

Instructional strategies in core academic areas employ research-based methods. Examples include: Every Day Math, Fountas and Pinnell reading assessments; ACUITY and Harcourt Publishing. In addition, learning time is extended through mandated contractual terms (50 minutes of extended-time during three school days per week, two days for student instruction and one day for teacher team meetings); through school-based after-school programs, holiday programs and a Saturday Academy. AIS tutoring and support will be directly supervised by a school administrator who will coordinate services and student support as to minimize the removal of students from their regular classroom during regular school hours. In addition there has been a schedule created by the school programmer that fosters the practice of minimizing the number of times a child is removed from the regular classroom. This schedule brings the following services to the room: ESL, AIS and SETSS. Coaches (Literacy, Math, ESL and Special Education) will facilitate Lab-sites and various professional development opportunities where the topics of differentiating instruction, providing an accelerated, high –quality curriculum will be not only discussed but modeled.

To ensure adequate planning for students served under this program, a school administrator will be assigned to manage the following key components: testing, data collection and AIS services. This administrator will regularly provide summary reports to the Principal and the school leadership team. The Principal, administrators and school leadership team will be responsible for incorporating program planning into all school-wide plans. Teachers for each grade level hold regular planning meetings, where regular, special and bi-lingual education teachers, AIS, ESL and SETSS teachers coordinate instructional plans and programs. At these planning meetings coaches and our consultant from AUSSIE will be available to help facilitate the planning.

3. Instruction by highly qualified staff.

We will use our funds(through conceptual consolidation) to maintain lower class size on all grades and AIS push in for all grades. In maintaining these classes we have decreased the student teacher ratio of the students in the subgroups who only met the Safe Harbor Target. The AIS teacher that has been provided for each grade will model best practices and push-in during literacy blocks to reduce class size and service at-risk students; we have 2 literacy coaches, 1 Special Education coach and 1 ESL Coach who will model lessons and provide professional development i.e.: facilitate Lab Sites; foster collaboration among teachers, coaches and consultants; weekly planning meeting/common prep period by grade level for all teachers; intra-grade and inter-grade visitation; attend a variety of workshops; training on data collection, analysis and review and use to adjust instruction as needed; school based new teacher mentoring; and a Teacher Academy. In addition we provide many opportunities for professional development to the teachers before, after and throughout the school day. When teaching staff leaves the building CS 66 has a hiring committee, comprised of members from the school administration, teaching staff and specialists/coaches. The hiring committee reviews unsolicited resumes, its members meet to formulate a list of needs, and they attend hiring fairs/events held in New York City.

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

The school administration provides on-site professional development and encourages participation in workshops at many other locations. Examples of on-site professional development (PD) include: presentations by Coaches; workshops, classroom support and demonstration lessons. Although literacy tends to be the most prevalent PD theme, other subjects such as mathematics, science and social studies have also been included. CS 66 has developed a plan for teachers to participate in intra-grade visitation to observe other teachers' instructional and management strategies; the school also encourages inter-grade visitation by teachers. CS 66 has developed and implemented LAB sites to help improve instructional planning and practice. In addition, CS 66 has created and will maintain a Teacher Academy not only for the new teachers hired for the current school year but instead for any staff member who are interested in the bi-weekly topic. The Teacher Academy is staffed by administrators, coaches, consultants and veteran teachers. This Academy is available the week prior to school opening in August and thereafter twice per month, and it is held in the school building after regular school hours. The topics presented include: class routines and set-up, literacy and EDM curriculum, demonstration lessons and classroom management. Examples of off-site PD opportunities include LEAP (at New York University); NYCDOE sponsored workshops in ELL, Science, Literacy.

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

While there are few incentives any school can offer, visiting teachers can feel the convivial and supportive atmosphere that exists inside the school. Teachers, staff and administrators help attract high quality teachers by their everyday actions. The effort and dedication of the staff are evident to all who visit the building. Through the Hiring Committee, CS 66 reaches out to qualified teachers, interviews promising candidates, and schedules potential hires to visit the school. The hiring committee conducts strategic interviewing throughout the year.

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

The main vehicles for parental involvement are the office of the Parent Coordinator, the Parent Staff Association (PSA) and the School Leadership Team. It is through these vehicles that the following are implemented to increase parent involvement at C.S. 66:

- a. The Parent Coordinator operates on an open-door policy and appointments are not necessary*
- b. The School Leadership Team also holds monthly meetings, which are open to all members of the school community.*
- c. We have monthly parent/teacher workshops on curriculum particularly for parents of ELL and Special Needs Students.*
- d. We have a Parent Lending Library where parents can borrow books to read to and with their children.*
- e. We have weekly ARIS Parent Link training for all parents.*
- f. We have monthly PSA First Cup of Coffee meetings.*
- g. Celebrations for all multicultural events through luncheons i.e.: Thanksgiving, Christmas, Hispanic Heritage etc...*
- h. CS 66 is proud to host an annual event called "Family Literacy Afternoon." At this event, families of students are invited to join school staff for an evening dedicated to celebrating students' literacy accomplishments, including reading books that children from all grades have authored and illustrated.*
- i. Parent Learning leaders who volunteer their time to help out within the classrooms.*
- j. Parent nutrition and cooking workshops where parents learn to shop and cook in a healthy manner.*
- k. Parents and staff work collaboratively together with the distribution of the Learning Environment Surveys. Last year we had a 92% return rate which was 43% above the City Average. This led to an "A" rating in the School Environment Section of the City's Progress Report Card.*
- l. We provide assistance to parents who have questions in the completion of Lunch Applications (98.9% submission), medical forms (immunizations (99.9%). These assistances are provided in both English and Spanish.*
- m. Train parents to be leaders within the school community by having them as active members of the School Leadership Team. They are an important part of our shared decision making process.*
- n. All information that is sent out to parents is translated into both English and Spanish.*
- o. When parents come into the school for meetings we have a translator ready as necessary so that communication between parents and staff is facilitated.*
- p. We have generated our own "Parent Satisfaction Survey" for parents to fill out on a daily basis on how they were treated while at the school.*
- q. See Annual Goal 3 on Page 18*

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.

We have a Pre-K social worker and a Family Assistant who assist both parents and students with this transition. In addition Pre-K team has an open door policy for parents which helps facilitate communication. This year we have implemented the ESI-R assessment which allows the Pre-K teachers to assess the students as a whole. Based upon this assessment the student's needs are addresses whether it is Socially, Academically or physically (gross and fine motor skills).

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.

The Principal has created an open avenue for input regarding instructional issues. He routinely includes all levels of staff in gathering and reviewing data and discussing options for action. The Data Team and the School Leadership Team are involved, and each team serves as a means of including teachers in the decision making process. The principal also meets on a monthly basis with the grade leaders and the schools curriculum map team for feedback on the progress which is being made and to address any concerns that have arisen.

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.

Strategies to provide additional assistance include: assessment of student performance, differentiated instruction by homeroom teachers; Academic Intervention Services (AIS); and after school programs. The key to providing timely assistance is early identification of deficiencies through formal and informal assessments. Another practice which we have implemented in the school is when we get new admits from other schools. Within the first week at the school these students are assessed in Reading and Math to see what levels they are at and if additional support is required.

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.

Federal, State and local services and programs are coordinated by the Principal with assistance from the Community School District Superintendent; the Bronx Integrated Service Center; the District Office of Family Engagement Assistance; the school-based Office of the Parent Coordinator; the School Leadership Team; and a School Support Organization (Leadership Learning Support Organization). The school employs a business manager to assist the Principal in reviewing correspondence, maintaining regular communication and confirming compliance with all of the above mentioned entities. Services and Programs are integrated following school-wide planning protocol.

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	✓			\$277,425		22,26,30,31,33,34
Title I, Part A (ARRA)	Federal		✓				
Title II, Part A	Federal		✓				
Title III, Part A	Federal	✓			\$ 15,865	✓	22,26,30,31,33,34
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			\$147,775		22,26,30,31,33,34

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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.)

Currently there are 93 students residing in Temporary Housing enrolled at CS66

2. Please describe the services you are planning to provide to the STH population.
 - *At risk counseling, as well as conflict resolution intervention*
 - *Provide tutoring supplemental instruction and enriched educational services that would linked to their achievement*
 - *Monitor attendance via ARIS and conduct home visits*
 - *If deem necessary provide referral for community base Mental Health Services*
 - *Provide parent workshops that provide an optimal setting to feely express feelings and concerns, regarding the McKinney Vento Act*

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

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. 066 School of Higher Expectations					
District:	12	DBN:	12X066	School		321200010066

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		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	47	53	52		91.5	92.5	92.5
Kindergarten	98	86	112				
Grade 1	94	113	103	Student Stability - % of Enrollment:			
Grade 2	94	81	102	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	87	82	73		84.0	86.2	87.3
Grade 4	84	97	93	Poverty Rate - % of Enrollment:			
Grade 5	82	85	93	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		84.2	97.4	96.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		12	59	99
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		11	17	10
Ungraded	3	5	9				
Total	589	602	637				

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	43	47	39	Principal Suspensions	45	29	36
# in Collaborative Team Teaching (CTT) Classes	19	28	40	Superintendent Suspensions	19	9	6
Number all others	34	23	29				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	30	20	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				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
# receiving ESL services only	118	119	TBD	Number of Teachers	52	61	64
# ELLs with IEPs	1	41	TBD	Number of Administrators and Other Professionals	14	18	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	8	7	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.4	98.1
				% more than 2 years teaching in this school	61.5	47.5	71.9
				% more than 5 years teaching anywhere	61.5	45.9	54.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	80.0	79.7
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	76.9	98.7	97.0
Black or African American	25.3	26.7	25.3				
Hispanic or Latino	73.7	72.4	74.3				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.5	0.0	0.2				
Male	50.3	50.0	47.6				
Female	49.7	50.0	52.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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:

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

American Indian or Alaska Native							
Black or African American	v	v	-				-
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White		-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					-
Student groups making	6	6	1				0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	51	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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



Community School 66

Street
10460
(718) 542-2974
(718) 589-7375 FAX

Principal

DeGrazia

Ruby Moses
James Bellon

Doreen Duff

Assistant Principals

School Parental Involvement Policy

General Expectations 2010-2011

Community School 66 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents from our school.
- In carrying out the Title 1, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with Limited English Proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A program(s) in decisions about how the Title 1, Part A funds reserved for parental involvement is spent. See Attachment of the Parent Advisory Council (PAC).
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning.
- Those parents are encouraged to be actively involved in their child's education at school.

- That parents are full partners in their child's education and are include, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

**Description of how the school
will implement
the required school**

Community School 66 will take the following actions to involve parents in the joint development of the District/School Parental Involvement Plan as contained in the school CEP.

- Every school year, Community School 66 will conduct an annual Parent Association Election to assure proper parents representation.
- As per the School Leadership Team bylaws, parents' nominations and elections will be conducted every 2 years to assure proper parents representation.
- During the school year, in collaboration with the school leadership team, sub-committees are formed with parental participants.

Community School 66 will take the following actions to involve parents in the process of school review and improvement.

- Every school year, Community School 66 will conduct an annual Parent Association Election to assure proper parents representation.
- As per the School Leadership Team bylaws, parents' nominations and elections will be conducted every 2 years to obtain new parent representatives.
- During the school year, in collaboration with the school leadership team, sub-committees are formed with parental participants.

Community School 66 will coordinate and integrate parental involvement strategies in Title 1, Part A, under the following programs:

- Community School 66 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, In Temporary Housing, are disabled, have limited English proficiency and have limited literacy). The evaluation will include identifying barriers to greater participation in activities for parents. Particular attention be given to parents who are economically disadvantaged, are in Temporary housing, are disabled, and/or have limited English proficiency. The school will use the findings from the evaluation to design strategies for more effective parental involvement. The school will also involve parents in any necessary revisions to our parent involvement policies

1. During the school year, 2 need assessments school surveys will be conducted. (See Attachments)
2. The School Leadership Team and the Parent Coordinator will be responsible in creating, distributing and collecting the surveys.

3. During the needs assessments parent surveys, parents will play an active role in identifying the barriers.

Community School 66 will build the capacity for strong parental involvement, in order to support a partnership among the school, involved parents, and the community in improving student academic achievement, through the following activities:

1. During the school year, the school conducts 6 multi-culture family/staff luncheons. The luncheons are as follows:
 - Hispanic Heritage
 - Thanksgiving
 - Holidays
 - Black History Month
 - Mothers' Day
 - Fathers' Day
2. Every Thursday parent workshops are offered based on content area. School personnel conduct all workshops
 - ELA test preparation
 - Math test preparation
 - ECLAS
 - ARIS
 - Writing
 - Rubrics
 - Social Studies/Science
 - ELL Services
3. Every Friday the parent coordinator allows parents to hold meetings in her office.
 - Obesity
 - Asthma
 - Nutrition/Healthy Eating
 - Depression
 - Divorce
 - Home Best Practices
 - Expectations
 - ADHD
 - Mc Kinney Vento-Act
 - Immigration Information
 - Home Tips ex. sewing, crocheting etc....

Community School 66 will provide assistance to parents of children served by the school.

- During Parent Staff Association meetings, School Leadership Team and Parents' workshops childcare will be provided.

Community School 66 will provide training to help parents work with their children to improve their children's academic achievement. Literacy and technology training will also be provided. In order to foster more parental involvement the school will also integrate the following:

- On-going parent workshops
- On-going parent meetings

- Library Family Trips
- Parent Coordinator Open Door Policy
- Computers available in the Library for parents
- Computer available in the parent coordinator's room for parents

Other activities may include:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for parents.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meeting and training sessions.
- Training parents to enhance the involvement of other parents.
- Meeting times and locations will be scheduled to allow options for maximizing parental participation, including in-home conferences for parents who are unable to attend school meetings for parents.

This school parental involvement policy and the school-parent compact have been developed with and approved by parents of the children participating in Title 1 Part A programs as evidenced by _____.

This policy was adopted by Community School 66 on _____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title 1, Part A children on or before _____.

Signature of Principal

Date

**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 type here	District 12	School Number 066	School Name C.S.66
Principal Thomas DeGrazia		Assistant Principal D.Duff, R. Moses, J. Bellon	
Coach Stacy Adams		Coach Madeline Torres	
Teacher/Subject Area Doris Lopez/Kindergarten		Guidance Counselor Ana Freyta	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Noemi Intriago	
Related Service Provider Louie Charvet/SETTS		Other type here	
Network Leader type here		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	2	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	639	Total Number of ELLs	146	ELLs as Share of Total Student Population (%)	22.85%
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Part II: ELL Identification Process

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

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

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

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

1-The Identification Process is conducted by a licensed pedagogue. The first step we take is to look at the student's home language. If the home language is other than English or student's language is other than English, we then conduct an informal oral interview in their Native Language and English. If the student speaks a language other than English or speaks little English we move into the initial assessment, which is to administer the Language Assessment Battery-Revised (LAB-R). If the student scores at the Beginning, Intermediate or Advanced Level, the student is considered Limited English Proficient (LEP). The next step is to look at their score. If student scores Proficient we then stop the process and student is considered non-LEP. However if student falls in between Beginning, Intermediate or Advanced, we proceed to place student in right program. Such program can be in Bilingual Education, Dual Language or Freestanding ESL.

These students will take the NYSESLAT annually in order to measure their progress in English in various areas such as Listening, Speaking, Reading and Writing. If student scores Proficient, the student will then not be considered to be a LEP student anymore. However if student scores within the following levels such as Beginning, Intermediate, or Advanced Level, they will continue to receive services.

2-In order to reach out to parents and explain the programs that the New York City Department of Education offers, our Parent Coordinator together with our ELL Coordinator sends out letters, flyers, inviting parents to come to different workshops throughout the year. These workshops are conducted in both English and Spanish. These workshops are also scheduled at different times in order to facilitate the parents to attend them. During these workshops, we are able to show the mandated video that our chancellor put together explaining the different programs that the city is able to offer. After the video is done, our ELL Coordinator conducts another workshop, where he explains the school's model and how this model has worked for us.

3-In order to make sure that our letters get returned in a timely fashion, our Parent Coordinator and ELL Coordinator work together in out reaching parents/guardians through sending letters, making phone calls, meeting with parents before school starts and also at dismissal to remind them how important it is to return these letters to school.

4- The criteria that we use to place student in the right placement is to look at their data and see how they scored in their LAB-R test. In order to help our students become proficient in English, we look at the areas in which they had low scores, so that we can provide more academic support with our ESL push-in model. After looking at their data, we then arrange a meeting with the student's parents/guardians in order to explain their choices and what our school has to offer them. These meetings are arranged during different times in order to accommodate those parents that for some reason cannot make it at a given time. These meetings/workshops are conducted in the parent's native language or English if necessary.

5-After reviewing past Parent Survey and Program Selection forms; we have noticed that the common trend in their program choices is Freestanding ESL. This is basically due to the success that our students have had in taking the state tests.

6-The program that we offered at our school does align with the parent's requests.

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 (60%:40% → 50%:50% → 75%:25%)	1			1										2
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1					1								2
Push-In	2	2	2	2	3	1								12
Total	4	2	2	3	3	2	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	47
SIFE	2	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			19							0
Dual Language										0
ESL	79	2	19	18		9				97
Total	79	2	38	18	0	9	0	0	0	97

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	12			7										19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	12	0	0	7	0	0	0	0	0	0	0	0	0	19

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	24	20	12	19	19								118
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	2	1												3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	1			1								6
TOTAL	28	27	21	12	19	20	0	127						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1 a-b-At C.S. 66, instruction is delivered using two different organizational models. One is our Special Education Transitional Bilingual Education, which uses a self-contained model and the other one is Freestanding English as a Second Language, which uses a push-in model. The ESL groups are homogeneously grouped by the ESL teacher in order to make mandated time in the classroom purposeful and effective. All of the Special Education TBE classes are heterogeneous and include two grade levels.

2-a- C.S. 66 is in compliance with the mandated number of instructional minutes according to proficiency levels in each program. ESL teachers use our push-in models to provide meaningful instruction to our ELL population and they follow a rigorous schedule on a daily basis. Our Special Education Bilingual Teachers are to post their schedules with explicit times of when they teach in the Native Language and when they teach in English.

2-b-The Freestanding ESL program at C.S. 66 primarily uses the push-in model. ESL teachers base their instruction on the ESL and ELA standards, and make them an integral part of their planning sessions and delivering of content. ESL teachers teach 100% of the time in

English. They incorporate needed language skills, activities, technology, manipulatives, and hands-on materials to make the lessons and language of the home room teacher more comprehensible for the ELLs they are working with. ESL teachers use realia to build background knowledge and support understanding of academic content. They also use Foundations as needed for phonics and building vocabulary. ESL teachers provide support during guided reading blocks, as well as with their writing blocks, giving the ELL's the differentiated instruction needed to increase their reading and writing levels. We also use "Getting Ready for the NYSESLAT and Beyond" texts, which gives support in Speaking, Listening, Reading, and Writing as well. This text also prepares them to take the NYSESLAT test in the spring. ESL teachers also work collaboratively with classroom teachers during their common planning, guided reading block as well as with their writing blocks to assess student progress and evaluate data. Then they are able to use the data to develop language objectives for future lessons. Literature in the Native Language is available for ESL teachers to support the reading of ELL students. ESL teachers use NYSESLAT data and ATS data to determine ELL groups and plan accordingly.

3-C.S. 66 also has a Special Education Transitional Bilingual Education Program. According to the ELL's proficiency level, those enrolled in this program receive instruction as follows: Beginning Level receives 60% Native Language Instruction and 40% in Target Language. Intermediate Level receives 50% Native Language Instruction and 50% in Target Language. Advanced Level receives 25% Native Language Instruction and 75% in Target Instruction.

4-For the newcomers at C.S. 66 that have been in the U.S. school system for less than three years many things are being done to help them with the language transition. First, all newcomers are tested immediately upon registering and options are communicated to parents so that students can begin to receive needed language services as soon as possible. Next, teachers at C.S. 66 plan to push accordingly to student's data in order to increase their reading levels which will then in turn increase their writing levels which will help them to perform well on the NYSESLAT expediting their transition to a monolingual classroom setting. To accomplish this, teachers communicate with their students where they are and where they need to be during reading and writing conferring. They scaffold academic language to support student participation during content area study. They use instructional in both languages and build on what the students already know in their native language. Assessments for the ELL students, such as the State Math, Science and Social Studies tests are offered in the students' native language. Newcomers are also eligible to attend the AIS After School Program and Extended Day during which time they receive strategies for reading comprehension and fluency. Since NCLB now requires ELA testing for ELL's after only one year, these newcomers are in great need of the things mentioned above. They also participate in Kaplan test preparation for the ELA and our NYSESLAT Academy's "Getting Ready for the NYSESLAT and Beyond". For the Long Term ELL's, teachers focus on helping the students build foundations and schema they are lacking by explicit vocabulary instruction and one on one conferences. Students participate in test preparation for the NYSESLAT so they will be familiar with the test format and rubrics. Excellent teaching with the use of realia and explicit modeling are crucial for the long term ELL's.

The ELL students that are identified as having special needs are placed in Bilingual Special Education Classes. For those in general education classes, ESL and other services such as speech and SETTS are available to them. For these students, IEP's are reviewed individually to determine the best instructional methods and to plan lessons accordingly.

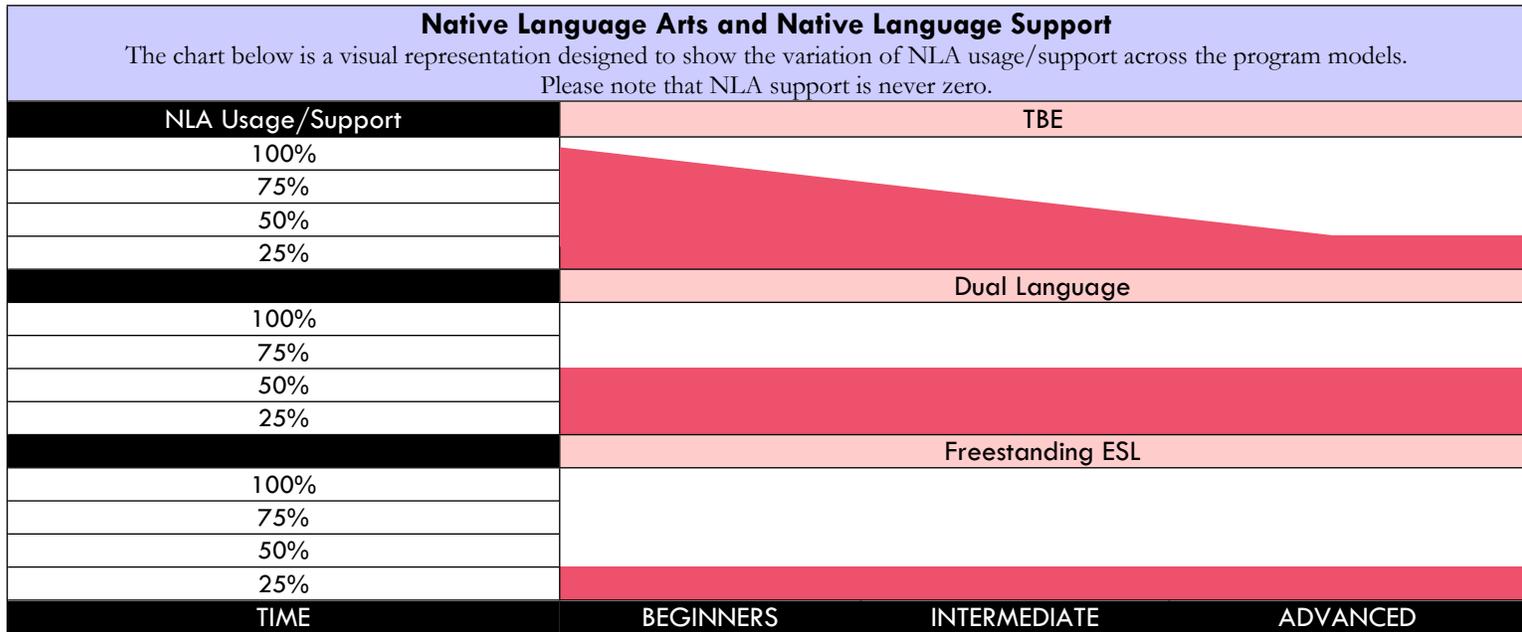
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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?

5-Our targeted intervention programs for ELL's in ELA, Math, and other content areas are: Extended Day with small group instruction, AIS (Academic Intervention Services) with push-in models scheduled at different times during the school day. We also offer AIS services in After School in ELA, Math, Social Studies, and Science on Mondays, Tuesdays and Wednesdays. As soon as the AIS After School Program is done, we also offer our students the opportunity to attend a program called the NYSESLAT Academy, which focuses on how to take and pass the NYSESLAT test. We use a phonics program called Foundations. We also use other programs such as Imagine Learning, which is a technology based program that gives our ELL students the extra support they need using technology. With the exception of Imagine Learning, which has a part of their program that can direct students in their native language if they are at the Beginning level in English, our programs offered are conducted in English and Spanish to those who need it.

6-Our plan to continue transition support for 2 years for ELL's in reaching proficiency on the NYSESLAT is to include the ELL students in classes with monolingual students and provide ESL support in the different content areas. This will provide the opportunity for students to learn from their peers, be exposed to differentiated instructions in other content areas. AIS, along with ESL push-in services will provide the extra support that our students need in order to facilitate their transition.

7-For the upcoming year, we are planning to integrate more technology through the use of smart boards, the Imagine Learning Program, and the Foundations Program on all our Bilingual Special Education classes on grades 3, 4, and 5.

8-We will not discontinue any programs/services for ELL's.

9-Our ELL students have the same opportunities as the rest of our students to attend the different programs that we offer. Our process to invite students to our after school programs is to send letters home and have the students return their letters signed by their parents/guardians approving their placement into our programs. We offer an AIS After School Program geared to give support in different areas such as ELA, Math, Science, and Social Studies. We also offer a program called the NYSESLAT Academy to provide support to our ELL population in taking and passing the NYSESLAT test.

10-In regards to instructional materials, we use Kaplan test prep materials throughout the school to prepare our students to take and pass the ELA, and Math tests. We also use a program called Foundations, which concentrates in teaching phonics. We also use Imagine Learning, which is a technology based program geared towards providing support in reading, speaking, writing, and listening. We also use "Getting Ready for the NYSESLAT and Beyond" texts, which gives support in Speaking, Listening, Reading, and Writing as well. Spell read program.

11-Native Language support is provided in Freestanding ESL model in these programs.

12- Yes, the services that we provide are aligned with the students' age, and grade levels.

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.

1-C.S. 66 provides professional development throughout the school year for our ELL personnel in-house, as well as outside the school. These professional development sessions are carried out through the school year, focusing in our population and their strengths and weaknesses. We monitor our data closely in order to provide better instruction and opportunities for our staff to grow as professionals. These sessions include the following but are not limited to: how to teach our ELL population how to take and pass the ELA, Math, Science, Social Studies and NYSESLAT test, how to differentiate in the ELL classroom.

2-We constantly provide opportunities for our staff to attend different workshops, and professional development sessions across the grade, which eventually can make the transition for our ELL population a smooth one. Our ELL teachers provide support in the Middle School selection process by explaining the importance to assist to these Middle School fairs. Our guidance counselor also is actively involved in the selection process and also out reaches to parents/guardians in their native language.

3-We offer ongoing Professional Development in ESL during faculty conferences and during Professional Development Days such as Election Day.

E. Parental Involvement

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

1-Our parental involvement has grown a great deal and this is shown at our many activities that we house at our school. We have a great turn out at our "Meet and Greet the Teacher", School Assemblies, Parents Workshop on different topics, such as how to assist/support their children at home in different areas such as Reading, Writing, Math, Science, Social Studies, and Parent-Teacher Conferences. Our Parent Coordinator assists our ELL parents to sign up to free ESL classes, as well as GED and writing courses offered at various locations throughout New York City.

2-We are not currently involved with any agency or Community Based Organization.

3-The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school. We provide the comfort to bring anything to the table at our meetings, and workshops. Our main facilitator between our school and parents is our Parent Coordinator. Our school is very accessible and this is shown through our great turn out rate at the activities mentioned above.

4-Our Parent Coordinator assists our ELL parents to sign up to free ESL classes, as well as GED and writing courses offered at various locations throughout New York City. Our Parent Coordinator also conducts different workshops through out the year geared to help parents support their children in different academic areas at home. Our Family worker in conjunction with our one of Social Workers offer two workshops per month on topics such as on attendance and how important is for their children to attend school on a daily basis, how to support their students in literacy, math, and other content areas. They also conduct workshops on how the importance of immunization shots, and any other health related issue. Arts and crafts workshops are also provided to our parents throughout the school year.

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)	25	11	4	9	6	8								63

Intermediate(I)		15	5	7	2	3								32
Advanced (A)	15	1	12	3	11	9								51
Total	40	27	21	19	19	20	0	0	0	0	0	0	0	146

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1-To assess the early literacy skills of our ELLs we use Fountas and Pinell Benchmark Assessment System. It tells us their reading and writing levels and their verbal communication. It helps us group and differentiate our ELLs according to their reading levels.

2-Based on our data patterns in the LAB-R and NYSESLAT scores, we have noticed that our students tend to need more support in the writing area of these tests. We have also noticed that as students move from one grade to the other, their proficiency levels drop in at least one area, usually writing as was stated before.

3-Based on patterns across shown in NYSESLAT, instruction is going be affected depending on test results. For instance, if the need is to provide more support in a particular area, the ESL teacher, along the classroom teacher will have to prepare lessons geared toward addressing that need.

4-a-After examining student's proficiency levels across the grades, we have noted that one of the most common patterns is the drop in the writing proficiency area. This is shown across the different bands. If we compare the ELL population test scores in English to their native language tests, we can see that ELL students are moving towards the right direction as they are scoring approaching grade level, on grade level or exceeding grade level work. This holds true in the different content areas as well.

b-
c-

5- We evaluate their success through their smooth transition into monolingual classes, their growth as students who were not proficient in English, but that little by little were able to make the right adjustments inside and outside the classroom in order to fit in a new systems filled with challenges, but at the same time in the end, rewarding.

We also evaluate the success of our programs for ELL's through passing/proficient test results, in the ELA, Math, Social Studies, and NYSESLAT.

Additional Information

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

Part VI: LAP Assurances

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		