



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 67 CHARLES A. DORSEY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K067

PRINCIPAL: TEMICA FRANCIS **EMAIL:** TFRANCIS5@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Temica Francis	*Principal or Designee	
Shonique Greene	*UFT Chapter Leader or Designee	
Aris Norton	*PA/PTA President or Designated Co-President	
Emily Clarke	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Coretta Adkins	Member/Teacher	
Vivian Delaney	Member/Teacher	
Lintette Navarro	Member/Teacher	
Desmond Rudder	Member/Teacher	
Noemi Martinez	Member/Parent	
Fatima Shakir	Member/Parent	
Marva Bovell	Member/Parent	
Shamara Alston -Chase	Member/Parent	
Benjamin Greene	Member/Parental relationship	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 the number of students in grades 3, 4, and 5 scoring at proficiency levels 3 & 4 in English Language Arts will increase by at least 10%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The percentage of students performing at proficiency levels 3 and 4 in English Language Arts is 35.4% as indicated on the Progress Report. As a result we have made progress in ELA a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- **Professional Development:** Differentiated PD will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Incorporation of a variety of strategies into daily instruction that include-, teacher modeling, student to student accountable talk, student use of rubrics and self assessment; collaborative and independent work; Differentiation; Flexible grouping based on student achievement data; Student engagement in meaningful activities and motivation; Effective questioning for higher order thinking through exposure to Depth of Knowledge tools; and discussion.
 - **Target Populations: Teachers of Grades 3, 4, and 5**
 - **Responsible Staff Member(s): Principal, Network Instructional Specialist**
 - **Implementation Time line: September 2011- May 2012**

Activity # 2

- **Curriculum Alignment to Common Core Standards:** Curriculum maps will be enhanced to reflect alignment to the Common

Core Standards, and explicitly identifying concepts and skills to be taught. The use of Balanced Literacy and guided grouping will add to the rigorous reading and writing curriculum.

- **Target Populations: Teachers of Grades 3, 4, and 5**
- **Responsible Staff Member(s): Principal, Network Instructional Specialist**
- **Implementation Time line: July 2011 – May 2012**

Activity # 3

- **Analysis and Evaluation of Data:** Teachers will collect, analyze and use the following data to meet the needs of their students: Acuity, ARIS, Benchmarks, Periodic Literacy Assessments, Common Core Assessments, TC Running Records, DIBELS, teacher-made assessments. Inquiry Teams will look at students' work, analyze their work and develop steps to improve instruction and performance. Teachers will collaborate with their grades each week to develop lesson plans, analyze student data and share instructional best practices. Common Planning periods and Inquiry time for teachers to collaborate, evaluate progress of students based on assessment data and make strategic instructional adjustments.
- **Target Populations: Teachers of Grades 3, 4, and 5**
- **Responsible Staff Member(s): Principal, Network Instructional Specialist**
- **Implementation Time Line: September 2011- May 2012**

Activity #4

- **Additional Supports to Student Learning:**
 - America Reads Tutors from LIU and NYU – one to one tutors in every classroom, every week, to work with lowest performing students
 - Teachers' use of IPADs for DIBELS assessments and instruction
 - With ELLs in grades K-5, considering the use of Imagine Learning, a computer based program which provides initial assessment, lessons to meet student needs and generates data reports
 - Identify an After School Program to help meet the needs of students in ELA.
- **Target Populations: Students in Grades 3, 4, and 5, especially students in lowest third in the school and those students who are on the cusp of scoring level 3.**
- **Responsible Staff Member(s): Principal, Teachers of Grades 3, 4,5; Network Instructional Specialist**
- **Implementation Time Line: September 2011- May 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Through collaboration with the Parent Coordinator, Parent Association, and Staff, we will provide various forms of outreach to improve parent – school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics, including ARIS**

Parent Link.

- **Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.**
- **Family guides from the NYCDOE will be provided to parents as per the Chancellor’s commitment to inform and involve families.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **The payroll secretary will work closely with the Network Human Resources point person to ensure that non- highly qualified teachers meet all documentation and assessment deadlines as needed; and receive support regarding hiring teachers in the event of vacancies.**
- **Differentiated Professional Development opportunities including feedback from formal and informal observations, administrative guidance, school based instructional support, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. Not Applicable

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I/ SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding (Tax Levy), Title I Funds, SIIG Funds, and human resources to implement this action plan from Sept 2011- June 2012 as indicated below:

- Supervisor per session (3 days per week)
- Professional Instructional materials to support curriculum development during the regular school day
- Consumable instructional materials during extended day programs

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 the number of students in grades 3, 4, and 5 scoring at proficiency levels 3 & 4 in Math will increase by 10%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2010-2011 Progress Report indicates the percentage of students performing at proficiency levels 3 and 4 in Math 38.3%. As a result we have made progress in Math a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- **Professional Development: Differentiated** PD will be given on the following topics: Common Core Standards; Unwrapping the standards to clarify curriculum and lesson objectives; Lesson planning; Incorporation of a variety of strategies into daily instruction that include-, teacher modeling, student to student accountable talk, student use of rubrics and self assessment; collaborative and independent work; Differentiation; Flexible grouping based on student achievement data; Student engagement in meaningful activities and motivation; Effective questioning for higher order thinking through exposure to Depth of Knowledge tools; and discussion.
 - **Target Populations: Teachers of Grades 3, 4, and 5**
 - **Responsible Staff Member(s): Principal, Network Instructional Specialist;**
 - **Implementation Time line: September 2011- May 2012**

Activity # 2

- **Curriculum Alignment to Common Core Standards:** Curriculum maps will be enhanced to reflect alignment to the Common Core Standards, and explicitly identifying concepts and skills to be taught. The use of Every Day Math Program and alignment to the CCSS will add to the rigorous math curriculum.
- **Target Populations: Teachers of Grades 3, 4, and 5**

- **Responsible Staff Member(s): Principal, Network Instructional Specialist**
- **Implementation Time line: July 2011 – May 2012**

Activity # 3

- **Analysis and Evaluation of Data:** Teachers will collect, analyze and use the following data to meet the needs of their students: Acuity, ARIS, Benchmarks, Periodic Math Assessments, Common Core Assessments, teacher-made assessments, unit assessments from the Every Day Math Program. Inquiry Teams will look at students’ work, analyze their work and develop steps to improve instruction and performance. Teachers will collaborate with their grades each week to develop lesson plans, analyze student data and share instructional best practices. Common Planning periods and Inquiry time for teachers to collaborate, evaluate progress of students based on assessment data and make strategic instructional adjustments.
- **Target Populations: Teachers of Grades 3, 4, and 5**
- **Responsible Staff Member(s): Principal, Network Instructional Specialist**
- **Implementation Time Line: September 2011- May 2012**

Activity #4

- **Additional Supports to Student Learning:**
 - Identify an After School Program to help meet the needs of students in Math.
- **Target Populations: Students in Grades 3, 4, and 5, especially students in lowest third in the school and those students who are on the cusp of scoring level 3.**
- **Responsible Staff Member(s): Principal, Teachers of Grades 3, 4,5; Network Instructional Specialist**
 - **Implementation Time Line: September 2011- May 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Through collaboration with the Parent Coordinator, Parent Association, and Staff, we will provide various forms of outreach to improve parent – school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics, including ARIS Parent Link.**
 - **Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.**
 - **Family guides from the NYCDOE will be provided to parents as per the Chancellor’s commitment to inform and involve families.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **The pupil personnel secretary will work closely with the Network Human Resources point person to ensure that non- highly qualified teachers meet all documentation and assessment deadlines as needed; and receive support regarding hiring teachers in the event of vacancies.**
- **Differentiated Professional Development opportunities including feedback from formal and informal observations, administrative guidance, school based instructional support, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. Not Applicable

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I/ SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding (Tax Levy), Title I Funds, SIIG Funds, and human resources to implement this action plan from Sept 2011- June 2012 as indicated below:

- Supervisor per session (3 days per week)
- Professional Instructional materials to support curriculum development during the regular school day
- Consumable instructional materials during extended day programs

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To make AYP in Math, the scores of the Hispanic and Latino students in grades 3, 4, and 5 will reach a performance index that meets or exceeds the projected Performance Objective of 120 on the School Report Card, based on the 2012 NYS Mathematics exam results.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The 2010-2011 State School Report Card identifies that the school did not make AYP in Math for the Hispanic and Latino subgroup.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- **Analysis and Evaluation of Data:** Teachers will collect, analyze and use the following data to meet the needs of our Hispanic and Latino students: Acuity, ARIS, Benchmarks, Periodic Math Assessments, Common Core Assessments, teacher-made assessments, unit assessments from the Every Day Math Program. Inquiry Teams will look at specific students' work, analyze their work and develop steps to improve instruction and performance. Teachers will collaborate with their grades each week to develop lesson plans, analyze student data and share instructional best practices. Data will be disaggregated for this subgroup. Common Planning periods and Inquiry time for teachers to collaborate, evaluate progress of students based on assessment data and make strategic instructional adjustments.
- **Target Populations: Teachers of Grades 3, 4, and 5**
- **Responsible Staff Member(s): Principal, Network Instructional Specialist**
- **Implementation Time Line: September 2011- May 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Through collaboration with the Parent Coordinator, Parent Association, and Staff, we will provide various forms of outreach to improve parent – school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics, including ARIS Parent Link.**
 - **Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.**
 - **Family guides from the NYCDOE will be provided to parents as per the Chancellor's commitment to inform and involve families.**

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- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **The pupil personnel secretary will work closely with the Network Human Resources point person to ensure that non- highly qualified teachers meet all documentation and assessment deadlines as needed; and receive support regarding hiring teachers in the event of vacancies.**
- **Differentiated Professional Development opportunities including feedback from formal and informal observations, administrative guidance, school based instructional support, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. Not Applicable

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I/ SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding (Tax Levy), Title I Funds, SIIG Funds, and human resources to implement this action plan from Sept 2011- June 2012 as indicated below:

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- Consumable instructional materials during extended day programs

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 90% of teacher teams will engage in collaboratively looking at student work, analyzing student data to inform instruction based upon Common Core aligned units of study in ELA and Math.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To carry out the Chancellor's Instructional Expectations for 2011- 2012, we will strengthen our Collaborative Inquiry work through a focus on the Literacy and Math Common Core Expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- **Set structures and guidelines:** Program common planning time in the weekly schedule for grade level teachers. Align units of study to the Common Core Standards. Engage all students in at least one Literacy unit and one math unit of study aligned to the CCLS. Identify protocol for looking at student work. Compare current student work and exemplars to identify gaps and identify key standards to close the gap. Determine strategies for increasing student performance and revise curriculum to include key strategies for helping student to meet the standards. Make adjustment in curriculum and re-teach, identify challenges and successes. Plan for implementation of 2012-2013 Citywide expectations
- **Target Populations: Teachers of Grades K through 5**
- **Responsible Staff Member(s): Principal, Network Instructional Specialist**
- **Implementation Time Line: September 2011- May 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Through collaboration with the Parent Coordinator, Parent Association, and Staff, we will provide various forms of outreach to improve parent – school communication through memos, school website information, monthly calendars, curriculum maps and hosting informational workshops on a variety of student and parent topics, including ARIS Parent Link.**
- **Stronger partnerships with parents will be fostered to increase student achievement through formal and informal parent teacher conferences. Collaboration with parents to establish effective academic/behavioral interventions will be implemented to proactively identify new challenges and support increased student performance.**
- **Family guides from the NYCDOE will be provided to parents as per the Chancellor’s commitment to inform and involve families.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **The pupil personnel secretary will work closely with the Network Human Resources point person to ensure that non- highly qualified teachers meet all documentation and assessment deadlines as needed; and receive support regarding hiring teachers in the event of vacancies.**
- **Differentiated Professional Development opportunities including feedback from formal and informal observations, administrative guidance, school based instructional support, Network instructional support and professional resources will be provided to strengthen teacher effectiveness.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. Not Applicable

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I/ SWP school, Conceptual Consolidation will allow us to combine Federal, and Local Funds such as Fair Student Funding (Tax Levy), Title I Funds, SIIG Funds, and human resources to implement this action plan from Sept 2011- June 2012 as indicated below:

- Supervisor per session (3 days per week)
- Professional Instructional materials to support curriculum development during the regular school day
- Consumable instructional materials during extended day programs

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	25	25	N/A	N/A	0	0	0	0
1	11	11	N/A	N/A	3	0	0	0
2	18	18	N/A	N/A	2	0	0	0
3	17	17	N/A	N/A	2	0	0	0
4	30	27	NA	NA	3	0	0	0
5	20	20	8	NA	0	0	0	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Extended Day three days a week from 3:00- 3:37P.M. to strengthen ELA skills and strategies. A Sports & Arts in Schools Foundation afterschool program will be added three days a week from 3:00-6:00 P.M. to enhance literacy and language skills through tutoring and preparation for the state standardized testing.
Mathematics	Extended Day three days a week from 3:00- 3:37P.M. to strengthen Math skills and strategies. An Sports & Arts in Schools Foundation afterschool program will be added three days a week from 3:00-6:00 P.M. to enhance math and language skills through tutoring and preparation for the state standardized testing.
Science	The Rainforest Alliance curriculum has been infused into our Science and Social Studies scope and sequence to enhance the children’s understanding of science and social studies globally. The Rainforest Alliance curriculum was supplemented with a library.
Social Studies	The Rainforest Alliance curriculum has been infused into our Science and Social Studies scope and sequence to enhance the children’s understanding of science and social studies globally. The Rainforest Alliance curriculum was supplemented with a library.
At-risk Services provided by the Guidance Counselor	Meets with students one to one and in small groups as needed for academic /behavioral support. Conferences with teachers to provide strategies and suggestions Supports students alleviate crisis situations.
At-risk Services provided by the School Psychologist	Not Applicable
At-risk Services provided by the Social Worker	Not Applicable

At-risk Health-related Services	Not Applicable
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PS 67 PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Lucille Lewis	District 13	Borough Brooklyn	School Number 067
School Name Charles A. Dorsey			

B. Language Allocation Policy Team Composition [?](#)

Principal Temica Francis	Assistant Principal V. Hay
Coach type here	Coach type here
ESL Teacher Coretta Adkins	Guidance Counselor Noemi Tolchinsky
Teacher/Subject Area Courtney Massenberg	Parent type here
Teacher/Subject Area Colleen Cornwall	Parent Coordinator G. Lloyd
Related Service Provider L. Navarro	Other type here
Network Leader Lucille Lewis	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	269	Total Number of ELLs	26	ELLs as share of total student population (%)	9.67%
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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. 

Paste response to questions 1-6 here

During registration, the pupil accounting secretary and parent coordinator, both who have been trained, conduct an informal oral interview to make an initial determination of the family's home language. The parents are then offered a Home Language Identification Survey (HLIS) in their native language. If the HLIS is not available in the home language, the Department of Education is contacted to provide interpretation services.

Parents complete the HLIS which is then submitted to Ms. Adkins, the licensed ESL teacher. Ms. Adkins reviews the survey to determine the child's home language and Language Assessment Battery- Revised (LAB-R) eligibility. If requested by the family or deemed necessary, an interview is conducted in the family's native language. If the HLIS indicates that a language other than English is the home language, the student is then administered the LAB-R to determine the student's English language proficiency level. This process is completed within 10 days of enrollment. Students who score below proficiency on the LAB-R become eligible for state mandated ESL services. Students whose home language is Spanish and score below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance.

ELLs are annually administered the New York State English as a Second Language Achievement Test (NYSESLAT) to establish English proficiency. Parents are notified in their native language of NYSESLAT results and program eligibility before the beginning of the next school year. ELLs who score below a certain level of English proficiency receive continued ESL services. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding, but are eligible to receive transitional ESL support services and state testing modifications.

Parents are immediately notified in writing of their child's entitlement or non-entitlement to ESL services. Parents whose child is entitled are invited to attend a Parent Orientation session within two weeks of ESL entitlement identification facilitated by the ESL teacher. During this session, parents view the Parent Orientation Video, receive written information on the different program choices available to their child, complete the Parent Assurance Survey and Program Selection form, and are encouraged to ask questions. All communication is provided in the parent's native language. For parents who are unable to attend the session, an appointment is scheduled with the ESL teacher or parent coordinator to meet at a more convenient time.

Parents of ESL eligible students receive a letter in their native language or preferred language of communication informing them of their child's program placement. For parents who are non-responsive or difficult to contact, the ESL teacher and the Parent Coordinator have a follow-up process in place that includes phone calls and continued notifications in writing.

According to parent interviews and conferences, and in reviewing the parent choice surveys, it is indicated that the option of a freestanding ESL program is preferred aligning parent requests with program models offered at P.S. 67. Currently, there are not enough students on one grade that speak the same language, other than English, that would lead to opening any other program, therefore, P.S. 67 currently offers a freestanding English as a Second Language program.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	5	1	7	3	6	4	0							26
Total	5	1	7	3	6	4	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	0
SIFE	4	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	4	0	4	0	0	1	0	0	26
Total	21	4	0	4	0	0	1	0	0	26

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

**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
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	3		4	1	5	3								16
Chinese	1	1	2	2		1								7
Russian														0
Bengali			1		1									2
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	1	7	3	6	4	0	0	0	0	0	0	0	26

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

The organizational models used at P.S. 67 to deliver instruction are push-in/pull-out for our intermediate and advanced level ELLs and pull-out for our newcomers and beginners.

The program is designed to service students using an ungraded model not to expand 2 grade levels. Students are grouped heterogeneously taking in such considerations as our ELLs having varied degrees of literacy in their first language, the disparity in skills, and student needs. Instruction is delivered in English with native language support and is in alignment with the Common Core Standards.

All beginner and intermediate level ELLs receive 2 units (360 minutes per week) of ESL instruction. Advanced level ELLs receive one unit (180 minutes per week) of ESL instruction supplemented with one unit of ELA instruction provided by their classroom teacher.

The pull-out and push-in models provide content area instruction, including social studies, math, and science, in English using ESL methodology and strategies to make content comprehensible. The ESL program is scheduled to not interfere with our ELLs receiving one unit per week math, ELA, arts, and physical education. Newcomers eligible to take the ELA exam, are required to participate in the extended day program (37.5 minutes) with a specific focus in English Language Arts.

Content area instruction is delivered using the Sheltered Content Instruction Approach as a means to providing instruction that is rigorous and relevant as knowledge in specific content areas is developed. This approach allows our ELLs to engage in accountable talk, increase their level of participation, develop their cognitive academic language proficiency, and build linguistic competence as a means to bridging the gap between conversational and academic language. Scaffolding techniques, such as modeling, bridging, contextualization, schema building, text representation, and metacognitive development, are used to enhance ELLs academic performance.

Each ELL is offered the opportunity to take all state exams exclusively in their native language or have the native language version available as a supplement to the English version. Newly admitted ELLs, whose first language is Spanish and score below proficient on the LAB-R, are administered the Spanish LAB within 10 days of admission.

Differentiated instructional plans are in place for our SIFE and newcomer populations who are eligible for ELA testing. These ELLs receive

small group instruction, academic intervention services, and are required to participate in our 37.5 minutes Extended Day program. Our SIFE and newcomers receive additional support and assessment time. America Reads tutors are assigned to work with ELLs and struggling students in their class during independent assignments to assist in the development of their metalinguistic skills. The Language Experience Approach (LEA) is used as a method allowing language to be acquired by relating it to the experiences and interests of students.

Long term ELLs, ELLs who have received ESL service for 4-6 years, and those having been identified as having special needs, may be

A. Programming and Scheduling Information

targeted at-risk by the Inquiry and or CARE Teams and would receive additional services that include peer support, small group instruction, academic intervention services (AIS) using the systematic phonics programs Foundations, after-school homework help, and full access to the

Imagine Learning English computer-based program as measures to ensure that our ELL population receive the same opportunities as our Native English speakers to meet or exceed the state standards in all content areas.

All ELLs with disabilities are serviced according to goals set forth in the IEP. Depending on the student’s individual needs, services offered range from Special Education Teacher Support Services (SETSS), Integrative Collaborative Teaching (ICT), speech, or full-time placement in a self-contained special education class with ESL support services. The ESL Teacher meets with service providers and classroom teachers to prevent service conflicts in the schedule and determine an instructional program that will meet the needs of the student in the least restrictive environment based on IEP goals, language needs, interim assessments, Teachers’ College assessments, Instructionally Targeted Assessments (ITAs), student portfolios, and performance assessments. Special needs children are included in mainstream groups for ESL service and participate in extended day program.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

All interventions are offered in English. The ESL teacher collects assessment data from ATS, ACUITY, ARIS, DIBELS, student portfolios, and performance based assessments to monitor student progress and academic growth and performance of each ELL in ELA, Math, Science, and Social Studies. All students receive differentiated instruction in their classroom. The data collected is evaluated to create and strengthen small group instruction and conferences that will address the individual needs of our ELLs. All ELLs are required to participate in the extended day program.

ELLs who have reached proficiency on the NYSESLAT continue to receive transitional support services for 2 years. A needs assessment is performed in order to determine which areas the ELL may need continued support. The classroom and ESL teacher collaborate to plan

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

All interventions are offered in English. The ESL teacher collects assessment data from ATS, ACUITY, ARIS, DIBELS, student portfolios, and performance based assessments to monitor student progress and academic growth and performance of each ELL in ELA, Math, Science, and Social Studies. All students receive differentiated instruction in their classroom. The data collected is evaluated to create and strengthen small group instruction and conferences that will address the individual needs of our ELLs. All ELLs are required to participate in the extended day program.

ELLs who have reached proficiency on the NYSESLAT continue to receive transitional support services for 2 years. A needs assessment is performed in order to determine which areas the ELL may need continued support. The classroom and ESL teacher collaborate to plan lessons and provide materials that will assist in the continued growth of transitional ELLs. In accordance with CR. Part 154. these ELLs continue to receive testing modifications for state exams.

This year, the ESL program will begin to use the technology based program Imagine Learning English. All of our ELLs have complete access to a leveled library system and books with audiotexts to compliment and support their needs in attaining academic language.

All ELLs receive the same services provided to our non-ELL students including after-school, AIS, and all extra-curricular activities. Information is sent to the parents in their home language using the Department of Education's translation and interpretation service. An extensive bilingual lending library and bilingual dictionaries are made available to ELLs and their families. All ELLs are grouped according to grade, language proficiency level, and linguistic needs.

Native language support is provided through our extensive multicultural lending library which includes books in Bengali, Arabic, Chinese, and Spanish. Bilingual dictionaries and information on using online resources are made available to students and their families. Parents are also invited to read books in their native language to our ELL and non-ELL population.

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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 N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is made available to administrators, teachers, educational assistants, guidance counselors, secretaries, parent coordinator, and support staff. All workshops attended may be turn keyed to colleagues. The ESL teacher maintains an ongoing collaborative relationship with all classroom teachers and schedules planning sessions in order to assist classroom teachers in developing lessons that can maximize opportunities for ELLs to demonstrate academic growth and linguistic progress.

Teachers of our graduating fifth grade class, the ELL teacher, and the parent coordinator attend meetings hosted by the guidance counselor to discuss the transition from elementary to middle school and the application process and share this information with the families of current and former ELLs.

The ESL teacher facilitates ELL discussion groups and professional development sessions to all teachers and school personnel.

Information provided may range from the identification of ELLs to ESL methods and strategies to use in a monlingual classroom.

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?

Newly enrolled parents of ELLs are invited to participate in parent orientation workshops that are facilitated by the ESL teacher and parent coordinator. Parents are informed of their rights and the rights of their child. In addition to these orientation sessions, all parents of ELLs are invited to attend ARIS training in order to self monitor their child's progress in school. Translation and interpretation are always made available. Parents are invited to serve as PTA officers and members, volunteers, and story tellers reading stories in their native language to ELLs and non-ELLs. Parents are also encouraged to serve as chaperones on all school field trips and events. Parents are provided with written invitations, in their native language, to attend all workshops sponsored by the DOE.

All parents of ELLs are invited to participate in the Beacon program, a community based organization that offers free ESL and GED programs. P.S. 67 partners with the Brooklyn Public Library, Walt Whitman branch, in order to provide families with literacy support and community involvement.

Parents of ELLs are asked to submit the DOE Preferred Language form to inform school personnel of their preferred language of communication. During the orientation session, the parent coordinator informs ELL parents of all services available to them from the school and the community. All parent involvement activities are offered with interpreters as needed or requested.

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)	2	1	3	1	4	1								12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			4	2		1								7
Advanced (A)	3				2	2								7
Total	5	1	7	3	6	4	0	0	0	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0								
	I	1	1	0	2	1								
	A	0	1	1	1	0								
	P	0	4	2	3	3								
READING/ WRITING	B	1	1	1	3	1								
	I	0	5	2	2	0								
	A	0	0	0	1	3								
	P	0	0	0	0	0								

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4		1	1		1		1		4
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 67K

School DBN: 13K067

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Temica Francis	Principal		1/1/01
Vivianna Hay	Assistant Principal		1/1/01
Georgette Lloyd	Parent Coordinator		1/1/01
Coretta Adkins	ESL Teacher		1/1/01
	Parent		1/1/01
Courtney Massenberg	Teacher/Subject Area		1/1/01
Colleen Cornwall	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Noemi Tolchinsky	Guidance Counselor		1/1/01
Lucille Lewis	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **13K67** School Name: **Charles A. Dorsey**

Cluster: **1** Network: **111**

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.

The Department of Education's Parent Language Preference form is submitted to the families of all students upon registration to determine which language and the mode of communication meet the needs of our families. Families who may not be literate in their primary language or English, are provided interpreters to assist in filling out the form. A record of our families' primary language is maintained in ATS and on each student's emergency card.

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.

Data collected from ATS and Preferred Language forms indicates that the majority of families who speak a language other than English, communicate in Spanish. The trend is followed by Bengali, Cantonese, Mandarin, and Arabic respectively. This data is indicated in the school's CEP and available to the public.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will use the DOE Translation and Interpretation Unit (TIU) to translate documents that are not available as centrally produced critical communication. Non-centrally produced documents are translated by the TIU into the schools most common primary languages, other than English. Signs, in the DOE's eight covered languages, are posted in the main lobby indicating the availability of document translation. Within 30 days of a student's enrollment, the school determines the primary language of families. This information is available in ATS and on the student's emergency card. Student specific critical documents sent home to families in their primary or preferred language as indicated on the School Data Summary Report in ATS and the Parent Preferred Language form. In the case of a family having limited literacy in their native language, oral interpretation will be made available.

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.

According to the identified language needs of our families, P.S. 67 is able to, at this time, provide in-house interpretation services. Staff, including student teachers and university volunteers, have been identified and designated to interpret as needed. The entire school staff has been provided with the contact information to the Translation and Interpretation Unit and given instructions on how to use the service. Interpretation is provided by telephone or on-site.

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>.

As a measure to fulfill Section VII of CR A-663 , all families, in their preferred language, are given a copy of the Bill of Rights and Responsibilities. A sign indicating the availability of interpretation services in each of the covered languages is posted in the main lobby and on the parent board. Administration, parent coordinator, safety agents, and all main office personnel have been provided with the names of persons designated to serve as interpreters in addition to parents having received DOE Language Identification cards requesting interpretation in their preferred language.