



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE BREUCKLEN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K260

PRINCIPAL: **MS. SABRINA FLEMING** **EMAIL:** SFLEMIN@SCHOOLS.NYS.GOV

SUPERINTENDENT: MS. ROSE MARIE MILLS

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
Ms. Sabrina Fleming	*Principal or Designee	
Ms. Venetta Hurley	*UFT Chapter Leader or Designee	
Ms. Darlene Benson	*PA/PTA President or Designated Co-President	
Ms. Gay Simpson	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Eileen Tedeschi	Member/Teacher	
Ms. Roberta Elliott	Member/Teacher	
Mr. Rodney Smalls	Member/Parent	
Ms. Judith Hickman	Member/Staff/Guidance Counselor	
Ms. Sonya Lottmore	Member/Parent	
Ms. Venus Jaspi	Member/Parent	
Ms. Taneequa Carrington	Member/Parent	
Ms. Smalls	Member/Parent	

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

Annual Goal #1

- By June 2012, teachers in grades three through five will implement the Teachers College Units of study using the Workshop Model for Reading as a strategy to improve the reading skills of students in order to increase overall performance for students in grades three through five in ELA by three percentage points on the 2012 NYS ELA Test.

Comprehensive needs assessment

- After reviewing the NYS Comprehensive Report, students with disabilities in grades three through five did not meet the AYP in ELA. 2010-2011 NYS Report Card indicates students with disabilities did not make effective AMO for ELA.

Instructional strategies/activities

Professional development: PD will be given on the following topics:

Teachers College Reading Units of Study

- Implementing T.C.'s Units of study that are aligned to the Common Core Learning Standards (CCLS).
- Integrating critical thinking skills through a balanced literacy approach using Accountable Talk.
- Implementing reading workshop, students have the opportunity to become active participants in their learning. The workshop model follows a balanced literacy approach and is divided into the following sections:

Read Aloud- Teacher conduct read alouds to model reading strategies from various genres while students have the opportunity to engage in Accountable Talk sessions. Accountable Talk sessions will emphasize inferring from text and using text evidence to support arguments.

The Mini Lesson:

Connection-Teacher connects the learning for the day with previous lessons.

Teach-Direct explicit instruction of reading strategies where teacher models.

Active Involvement-Assessment opportunity where students have the opportunity to practice the reading strategy as the teacher takes notes on what the students can do, plan next steps and determine who will be in the strategy or small group.

Link- The strategy is linked to the learning and told how it can be applied in the future.

Independent Practice- Students work independently, in partnerships or small groups to practice reading strategy. The teacher confers with individual students and small groups practicing the reading strategy and set goals for next steps.

Assessment-Running Records conducted by teachers to ascertain accurate independent and instructional reading levels of students.

Guided Reading-Teacher models reading strategies with individual and small groups of students to help them move to the next reading level. Data collected can be used to help plan differentiated lessons.

Shared Reading- Teacher and students reads a selection as a strategy is being modeled.

- Fountas and Pinnell Assessment
- Teachers College Assessments
- How to use assessment data to plan instruction.

Targeted Population: Grades three through five.

Responsible Staff Members: Classroom teachers, the staff developer from Teachers College, school staff developer, administrators (Principal and Assistant Principal).

Benchmark assessment will be administered: September 2011, December 2011 and March 2012.

Implementation Timeline: September 2011 through May 2012.

Strategies to increase parental involvement

- Staff Developer provides ELA workshops to parents.
- The school hosted a Curriculum Tea Meeting where parents meet with the teachers and find out grade expectations and curriculum. Also, a parent room was created for parents to come and get resources and the use the computer.
- Health and Nutrition Workshops for parents from Cornell University.
- Special language classes offered to parents for free (English, Spanish, French...).
- PTA Meeting scheduled on a monthly basis to share information and discuss concerns with parents.
- Parents are being trained on ARIS Parent Link.
- Parent handbook created.
- Monthly Parent Calendar.
- Principal Parent Update Letters.
- Testing Calendar for parents to know assessment days.
- Parent workshops were conducted on the reading strategies.
- Parent workshops conducted on homework help strategies in reading (fluency).
- Parents will lead “Parents as literacy Partners-Pajama Read” with the students.
- Parents and staff translate information in Spanish and Creole to parents.
- School documents are translated for parents by parent coordinator and parents.
- School automated service sends messages in English and Spanish.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified. However, professional development will be on-going throughout the school year to ensure the teachers learn current best practices to implement Reading Units of Study that are aligned with CCLS.

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.
 - Teachers College Staff Developer.
 - Teachers College Partnership with Professional Development for the teachers.
 - After-school program for literacy remediation and enrichment.
 - Saturday and Holiday (winter and spring breaks) literacy programs.
 - Groundworks Inc. (CBO-provides homework help and enrichment).

Budget and resources alignment

- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below.
 - Teachers College Professional Development and Staff Developer (Title I SWP)
 - Staff Developer position in-house (Contract for Excellence)
 - Academic Intervention position (Many)
 - Teacher Teams meet per session (Title I SWP, School Success Grant)
 - Professional instructional materials to support curriculum development before and after school
 - After school program materials (TL NYSTL, TL FSF)
 - Extended day materials (TL NYSTL)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, teachers in grades three through five will implement the Teachers College Units of study using the Workshop Model for Writing as a strategy to improve the Writing skills of students in order to increase overall performance in ELA by three percentage points on the 2012 NYS ELA Test.

Comprehensive needs assessment

- As a result of not meeting AYP in ELA, there is an urgency to accelerate the literacy skills of our school's students in grades three through five.

Instructional strategies/activities

Professional development: PD will be given on the following topics:

Teachers College Writing Units of Study

- Implementation of T.C.'s Units of study that are aligned to the Common Core Learning Standards (CCLS).
- Implementation of writing workshop. During writing workshop, students have the opportunity to become active participants in their learning. The workshop model follows a balanced literacy approach and is divided into the following sections:
The students have an opportunity to write in a variety of genres that are aligned with the Common Core Learning Standards CCLS.

The Mini Lesson:

Connection-Teacher connects the learning for the day with previous lessons.

Teach-Direct explicit instruction of writing strategies where teacher models.

Active Involvement-Assessment opportunity where students have the opportunity to practice the writing strategy as the teacher takes notes on what the students can do, plan next steps and determine who will be in the strategy or small group.

Link- The strategy is linked to the learning and told how it can be applied in the future.

Independent Practice- Students work independently, in partnerships or small groups to practice writing strategy. The teacher confers with individual students and small groups practicing the writing strategy and set goals for next steps.

Assessment-On Demand Writing pieces are used to ascertain the students writing levels.

Shared Writing- Teacher and students writes a selection as a strategy is being modeled.

- On Demand Writing and the writing continuum.

Responsible Staff Members: Classroom teachers, the staff developer from Teachers College, school staff developer, administrators (Principal and Assistant Principal).

Implementation Timeline: The teachers will begin implementation of Teachers College Reading Units of Study in September 2011 to June 2012.

Targeted Population: Grades three through five.

Steps for Including Teachers in the decision-making process:

- Teachers will meet in grade level teams to plan units of study and review student reading assessment data to plan next steps.
- Teachers will review students writing samples and plan next steps.
- Teachers determined that an improvement in writing skills is needed in order for students to improve on the written component of the ELA test.

Benchmark assessment will be administered: September 2011, December 2011 and March 2012.

Implementation Timeline: September 2011 through May 2012.

Strategies to increase parental involvement

- Parent workshops were conducted on the writing strategies.
- Parent workshops conducted on homework help strategies in writing (the writing process).
- Parents will lead “Thank You” Letters and Cards for our Veterans with the students.
- Parents hosted a “Turkey Hop” where they helped students prepare seasonal poetry to share with parents and students.
- Parents will lead “Thank You” Letters and cards for our local merchants who donated food to our school events.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified. However, professional development will be on-going throughout the school year to ensure the teachers learn the appropriate skills necessary to assess using the writing continuum and assess On Demand Writing pieces.

Service and program coordination

- After-school program for literacy remediation and enrichment.
- Saturday and Holiday (winter and spring breaks) literacy programs.

Budget and resources alignment

- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below.
 - Teachers College Professional Development and Staff Developer (Title I SWP)
 - Staff Developer position in-house (Contract for Excellence)
 - Academic Intervention position (Many)
 - Teacher Teams meet per session (Title I SWP, School Success Grant)
 - Professional instructional materials to support curriculum development before and after school
 - After school program materials (TL NYSTL, TL FSF)
 - Extended day materials (TL NYSTL)

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2012, our level two third grade male students will demonstrate a three percentage growth in ELA on the interim assessments scale scores from November 2011 to May of 2012.

Comprehensive needs assessment

- As a result of not meeting AYP in ELA and seeing our male students performed lower than our female students, there is an urgency to accelerate the literacy skills of our third grade male students.

Instructional strategies/activities

Professional Development: PD will be given on the following topics:

- Administering running records.
- Running record analysis.
- Using assessment data to plan instruction.
- Guided Reading-to help target students literacy deficiencies and improve the reading skills of the students.

Responsible Staff Members:

Classroom teachers, extended day teachers, AIS Teacher, Staff Developer.

- Students will attend the after school program where they will receive one-on-one and small group instruction in literacy.
- Students will engaged in an on-line differentiated literacy program customized to the needs of individual students during extended time.

Steps for Including Teachers in the decision-making process:

- Teachers will meet in grade level teams to analyze running records and plan using assessment data.
- Teachers will meet during after school professional development to assess and plan for their students.

Timeline for implementation:

- From December 2011 to May 2012.

Strategies to increase parental involvement

- Parent workshops were conducted on the New York State ELA Test.
- Parent workshops conducted on Literacy homework help strategies.
- Parent workshop on ARIS Parent link and assessment data.
- Parent workshop on the Reading Log and How to Use It.
- Parent Workshop on Interim Assessments.
- Parents collaborated with the Brooklyn Public Library to develop a literacy skills informational resource packet for other parents.
- Parents hosted a series of literacy activities for parents, students and staff.
- Parents partnered to conduct independent reading with students.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified.

Service and program coordination

- After-school program for literacy remediation and enrichment.
- Saturday and Holiday (winter and spring breaks) literacy programs.

Budget and resources alignment

- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below.
 - Teachers College Professional Development and Staff Developer (Title I SWP)
 - Staff Developer position in-house (Contract for Excellence)
 - Academic Intervention position (Many)
 - Teacher Teams meet per session (Title I SWP, School Success Grant)
 - Professional instructional materials to support curriculum development before and after school
 - After school program materials (TL NYSTL, TL FSF)
 - Extended day materials (TL NYSTL)

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

- By June 2012, fifteen percent of the students in grades three through five will demonstrate a growth of three percent in math as measured by the interim assessments scale scores from November 2011 to May of 2012.

Comprehensive needs assessment

- After looking at data from Acuity Assessments, Unit Tests, student work samples and the NYS Math Assessment, we discovered that our fifth grade students decreased in the area of mathematics. 2010-2011 NYS Report Card indicates that all students did not meet the effective AMO for mathematics and Students with disabilities met the safe harbor target, but did not meet the effective AMO.

Instructional strategies/activities

PD opportunities provided by the Administration and CFN during Inquiry Team and Grade meetings, teachers will learn how to:

- Build math vocabulary through use of Interactive Word Walls, Math Writing Journals, and the Frayer Model.
- Aligning Everyday Math Lessons with NYS P-12 CCLS.
- Incorporate higher level thinking into EM Lessons to solve real world problems.
- Look at student work to determine areas of strength, areas of need, and the implications for instruction on a regular basis.
- Create a school-wide system of grade appropriate student friendly rubrics for the students in Grades 3-5 to assess their own mathematical responses.
- Administer and analyze math periodic assessments and use ARIS resources to analyze data
- Use Accountable Talk Strategies and open ended questions to support the students in conceptualizing and explaining abstractly as per the NYS P-12 CCS

Responsible Staff Members: Classroom teachers, the staff developer from Teachers College, school staff developer, administrators (Principal and Assistant Principal).

Implementation Timeline: The teachers will begin implementation of My Quest in November 2011 to May 2012.

Targeted Population: All teachers and students in grades three through five, including students with disabilities.

Steps for Including Teachers in the decision-making process:

- Grade five teachers will meet in grade level teams to analyze assessment data to plan next steps.
- Teachers will review student's math work and plan next steps.
- Teachers determined that an improvement in math skills is needed in order for students to improve on the NYS Math Test.

Benchmark assessment will be administered: Periodic & ITA Assessments will be administered.

Strategies to increase parental involvement

- Parent workshops were conducted on the ITA's, Predictives and the New York State Math Test.
- Parent workshops conducted on math homework help strategies.
- Parent workshop on ARIS Parent link and assessment data.
- Parents organize fund raisers where the students receive and exchange funds.
- Parents host "Family Math Night" for families to participate in math activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified.

Service and program coordination

- After-school program for math remediation and enrichment.
- Saturday and Holiday (winter and spring breaks) Math programs.
- Groundworks Inc. (CBO provides homework help, afterschool and enrichment).

Budget and resources alignment

- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below.
 - Staff Developer position in-house (Contract for Excellence)
 - Academic Intervention position (Many)
 - Teacher Teams meet per session (Title I SWP, School Success Grant)
 - Professional instructional materials to support curriculum development before and after school
 - After school program materials (TL NYSTL, TL FSF)
 - Extended day materials (TL NYSTL)

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	7	7	N/A	N/A	2	N/A	N/A	3
4	11	11	4	4	10	N/A	N/A	1
5	10	10	5	5	8	N/A	N/A	1
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	The Academic Service Provider meets daily with small groups of students to give instruction using <i>Target Intervention</i> in ELA. In the afterschool program, the students also receive instruction using <i>My Quest</i> , <i>Target Intervention</i> and teacher made materials.
Mathematics	The Academic Service Provider meets daily with small groups of students to give instruction using <i>Target Invention</i> in Math. In the afterschool program the students also receive instruction using <i>My Quest</i> , <i>Target Intervention</i> and instructional program.
Science	Classroom teachers meet in small groups with students using core curriculum materials, teacher made materials and <i>Able Net</i> to give instruction during the school day as needed to remedy the students' deficiencies in science.
Social Studies	Classroom teachers meet in small groups with students using core curriculum materials or teacher made materials to give instruction during the school day as needed to remedy the students' deficiencies in social studies.
At-risk Services provided by the Guidance Counselor	Our Guidance Counselor meets daily with several grade level groups of students to give them instruction using various materials to address the social and emotional needs of our students.
At-risk Services provided by the School Psychologist	We share our psychologist and we do not have any mandated students.
At-risk Services provided by the Social Worker	We share our social worker and we do not have any mandated students.
At-risk Health-related Services	Two to three times a week the nurse meets with small groups of students to teach a mandated program from the Department of Health (Asthma and Epi Pen Training).

**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.

PARENT INVOLVEMENT POLICY (PIP)

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;

P.S. 260'S SCHOOL-PARENT COMPACT

The Breuckelen School, P.S. 260 and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that is compact outlines how the parents and the entire school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's and the NYC's high standards.

This School-Parent Compact is in effect during the 2011-2012 School Year.

School Responsibilities:

P.S. 260 will:

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

Each student will participate in a comprehensive literacy and math schedule as mandated by New York State Department of Education. Students will be assigned to small groups that are differentiated according to student needs and interests.

- **Hold parent-teacher conferences twice a year, during which time this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student's report cards are distributed 3 times a year and student's promotion in doubt letters is sent home a minimum of twice a year. Interim letters explaining student performance and monthly goals, as well as reinforcement activities will be distributed to parents twice a year.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers met with parents in the beginning of the year at a Curriculum Tea where they meet their child's teacher and are informed about the school's academic, social and personal expectations. Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time by appointment. Some teachers are communicating with parents via e-mails, letters and phone calls.

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

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers organize culminating activities and celebrations that encourage parent attendance through written invitations. Parents were invited to sit in their

children's classes during the Parent Week, participate in monthly assemblies, and attend perfect attendance student and parent award assemblies quarterly.

Parent Responsibilities:

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

- Encouraging my child's learning experiences by making education a priority in our home by:
 - Have my child arrive on time to school prepared to learn and participate.
 - Monitor my child's attendance and notify the school when my child will be absent for a valid reason and provide the necessary documentation to the school.
 - Prompt a daily discussion with my child about his/her school activities.
 - Schedule homework time and review homework books to ensure my child has completed all of his assignments.
 - Provide an environment conducive for study and encouraging my child to read with me or independently everyday.
 - Monitor the amount of television my child watch and the amount of time they spend playing video games.

- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Participate in school activities on a regular basis.
- Stay informed about my child's education and communicate with the school.
- Communicate positive values and traits, such as respect, hard work, responsibility, dedication, punctuality and perseverance.
- Respect the cultural differences of others.
- Help my child accept the consequences for negative behavior
- Be aware of and follow the rules and regulations of the school.
- Support the school's discipline policy.
- Express high expectations and offer praise and encouragement for achievement and good effort.
- Volunteer in my child's school where ever I am needed.
- Complete and return all surveys when asked.
- Be a part of the school's Leadership Team.

Public School 260 will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Collaborate with parents to develop school-wide plan on the School leadership Team (SLT).
- Hold an Annual Title I meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and their

right parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents.

- Provide my child with a library card and other access to a variety of books and reading materials.
- Provide parents with translation services for all documents and conversations.
- Parents are a part of the decision making process through monthly School Leadership Meetings.
- Provide information to parents in a uniform format that accommodate all of our English Language Learner Parents and Parents of with disabilities.
- Provide parents information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

Student Responsibilities:

Students will:

- Attend school regularly and on time.
- Come prepared to work.
- Complete all homework and assignments to the best of my ability.
- Ask questions when I do not know something.
- Show respect to my teachers, friends and others.
- Wear my uniform every day.
- Agree to disagree.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 19K260 **School Name:** P.S. 260 Breuckelen

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Based on the 2009-2010 New York State Report Card, our grades three through five students with disabilities did not meet AYP in ELA.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The school implemented the Teachers College Reading and Writing Units of Study to build stamina, independence and fluency in both ELA and Writing during the instructional school day. Teachers will receive professional development in the areas of:

- Implementing T.C.'s Units of study that are aligned to the Common Core Learning Standards (CCLS).
- Integrating critical thinking skills through a balanced literacy approach using Accountable Talk.
- Implementing reading and writing workshop.
- Assessing using Fountas and Pinnell Assessment (Administering and analyzing running records).
- Assessing using College Reading Assessments as benchmark assessments.
- Using assessment data to plan instruction.
- Using assessment data to plan instruction.
- Guided Reading.
- Creating Performance Tasks.
- Creating Curriculum Maps.

Students will also participate in targeted small group instruction four days a week during our extended day program. A customized, academic as well as enrichment afterschool program has been designed two to three days a week. Continued support will be offered during the winter recess and spring break.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Teachers will receive professional development in the following areas:

- Implementing T.C.'s Units of study that are aligned to the Common Core Learning Standards (CCLS).
 - Integrating critical thinking skills through a balanced literacy approach using Accountable Talk.
 - Implementing reading and writing workshop.
 - Assessing using Fountas and Pinnell Assessment (Administering and analyzing running records).
 - Assessing using College Reading Assessments as benchmark assessments.
 - Using assessment data to plan instruction.
 - Using assessment data to plan instruction.
 - Guided Reading.
 - Creating Performance Tasks.
 - Creating Curriculum Maps.
 - Using Charlotte Danielson's Framework for Effective Teachers to improve teacher practice.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers set professional goals for themselves with the administrators in the beginning of the year and will revisit them throughout the year using benchmarks to assess their growth. As our administrators conduct formal and informal classroom observations, walkthroughs and one-on-one conversations we will provide targeted feedback to our teachers including next steps using Charlotte Danielson's Framework for Effective Teachers Rubric.

Another form of professional mentor support is our partnership with Teachers College. Teachers receive professional development from Lucy Calkins, Laurie Pessah, Mary Erworth and many other facilitators. Along with this partnership, teachers receive on-site professional development provided by another Teachers College Facilitator. During the on-site professional development sessions, teachers and administrators participate in planning sessions, lab-sites and debriefing sessions where they discuss next step using student work. The Administrators and the school's staff developer participate in monthly study groups to support the teachers in their professional growth as well as student achievement.

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.

We will take the following steps to inform our parents of our school's status as well as our improvement plan:

- Messages will go out using the School's Messenger Service making the parents aware of the day and time of the meeting.
- Translated letters in Spanish and Creole will be back packed and sent home to all parents.

- During School Leadership Team Meetings the Principal will share the status and develop a plan with the team.
- During Parent Association Meetings the school's information will be discussed.

**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 Charles Amundsen/Joanne	District 19	Borough Brooklyn	School Number 260
School Name The Breuckelen School			

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

Principal Sabrina Fleming	Assistant Principal Laura Avakians
Coach Lynn Walsh	Coach N/A
ESL Teacher	Guidance Counselor Judith Hickman
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Rose Carter
Related Service Provider Marie Seide	Other N/A
Network Leader Joanne Brucella	Other N/A

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		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	103	Total Number of ELLs	2	ELLs as share of total student population (%)	1.94%
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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. [@](#)

All newly enrolled students are asked to complete a Home Language Identification Survey and if their language is other than English, they are given the LAB-R test by an ESL teacher.

The Parent Survey forms over the years indicate the priority in program selection has been ESL as parents prefer to have their children in their community school, close to their home. We are planning parent workshops during the school year and are looking at ways to get them involved as a cluster group. The home language represented by the English Language Learners at PS 260K is Spanish. PS 260 provides a free standing ESL program to all eligible Ells. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group.

The ESL teacher meets with parents to inform parents of instructional programs for their children and facilitate a parent choice. There are several structures in place at our school to ensure that parents understand all three program choices, Parent Survey forms over the years indicate the priority in program selection has been ESL as parents prefer to have their children in their community school, close to their home. We are planning parent workshops during the school year. So far, we have not been successful to attract a lot of parents to attend. However, many of them have participated in general meeting. We are looking at ways to get them involved as a cluster group.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
--	--

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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				1	1									2
Total	0	0	0	1	1	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	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											0
Dual Language											0
ESL	1			1							2
Total	1	0	0	1	0	0	0	0	0	0	2

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

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	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				1	1									2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	1	1	0	2							

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 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

1. PS 260 provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group. The school features a free standing ESL pull-out and push-in program. Students in grades

A. Programming and Scheduling Information

3-5 are either taken out in small groups for ESL Instruction or the ESL teacher pushes-into the classroom. Children are grouped according to their grade and ability. They are cross graded when necessary. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction.

2. At P.S. 260, each class is fifty minutes. The ESL teacher meets the students for at least 360 minutes to meet the mandated time for beginning and intermediate students. For advanced students, the ESL teachers instructs them at least 180 minutes per week . The student achievement in the ESL Program at PS 260 continues to show student growth in English.

3. The ESL instructional program provides a strong focus on Language Arts and Mathematics. The ESL teacher works closely with classroom teachers to ensure that ELLs are exposed to grade specific concepts and content in the content area.

4.

A. Plan for SIFE

There are no identified SIFE students at PS 260, however the school plan would be to assess the student; work closely with the parents and provide support and intervention as needed including after school instruction.

B. Plan for ELLs in school less than 3 years/ Newcomers

As PS 260 is a small school, Newcomers, are provided additional periods of ESL instruction during the school day as well as the opportunity to participate in the various tutoring sessions available during and after the school day. Teachers work closely to coordinate instruction and facilitate additional instruction during lunch and learn periods, morning tutorials and across grade/class participation. Newcomer ELLs participate in AIS instructional time during and beyond the school day. Teachers will focus on developing ELL competencies including listening,

speaking, reading and writing in English. In addition, the program will facilitate student work in a small class setting. Teachers review student

data to plan lessons and guide their practice in the classroom. The program will provide opportunities for students to interact with peers in small group learning activities as well as work individually with the teacher. All groups will be small to ensure a low student: teacher ratio throughout.

C. Plan for ELLs in school 4-6 years

Teachers will provide opportunities for students to further develop their skills and knowledge in literacy, Mathematics, Science and Social Studies. The Teacher College Reading and Writing curriculum will guide the curriculum topics however the instructional design will focus on student needs.

Additional support is provided in tutorials and small group sessions with out of classroom providers to further address their individual needs.

Courses Taught in Languages Other than English ⓘ

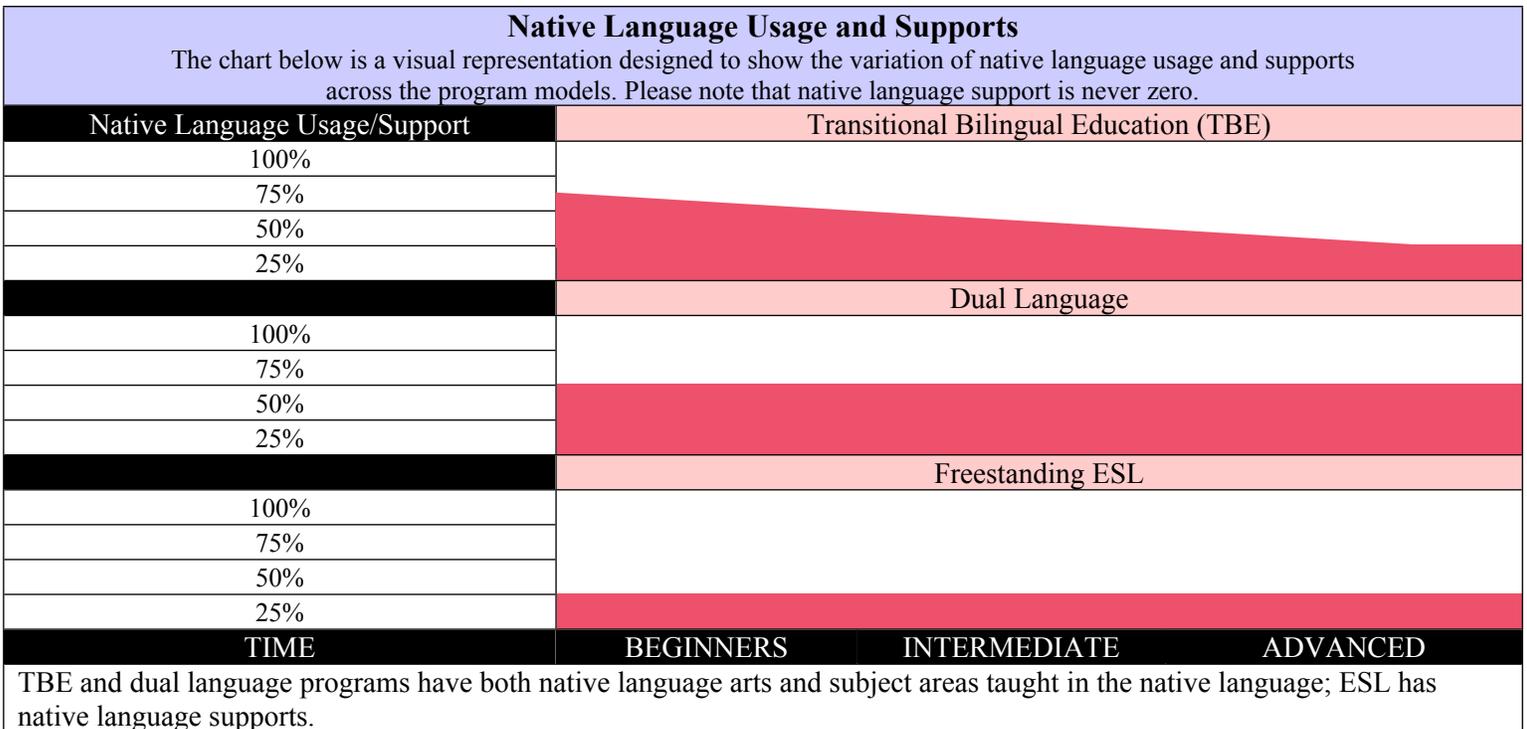
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Q5. PS 260 provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group.

Teaching materials include both text and technology. Instructional materials used at our school for ELLs include Teacher College Reading and Writing Project. This is a text based program that is content rich and designed for ELL students. Content-based vocabulary is key to the development of the concepts in conjunction with ESL. The Reading and Writing Project program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, the literacy program prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student.

Students will improve their reading and writing skills through grammar, spelling, reading, and writing activities that are appropriate for their grade level.

The school features a free standing ESL pull-out and push-in program. Students in grades 3-5 are either taken out in small groups for ESL Instruction or the ESL teacher pushes-into the classroom. Children are grouped according to ability. They are cross graded when necessary. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction. The student achievement in the ESL Program at PS 260 continues to show student growth in English.

6. The ESL teacher teaches grammar, reading and writing in order to help students increase their NYSESLAT scores. Students are given additional help in reading, writing, and grammar. It is necessary for students to understand various types of questions in order to comprehend different reading questions.

Our transitional support plan for students reaching proficiency is the students who participate in the ELL Program that are advancing and transitioning out of the program are tested and the ESL Teacher and the classroom teacher interact and follow-up on the progress of the student. Test taking strategies and test preparation sessions are provided to ensure that students are prepared for the ELA .

9. The school has an extensive Special Education Program that serves students in a variety of models/settings including self contained classes,

CTT classes and SETTS. In addition there is a Speech teachers and a Guidance Counselor to ensure that the needs of all students are met within the school. ELL students participate in all support services as needed to support their full academic involvements and achievement. ELLs are afforded the same opportunity to participate in all school programs and activities as other student. We use two computer based programs; Achieve 3000 and Study Island.

The instructional programs that provide additional support to the ELL students are:

- Research-based Everyday Math mathematics program

- SETTS

- Parental Involvement Activities

- * School Based Support Team

- Speech services

- Guidance Counselor

- Paraprofessionals in designated classrooms

- Academic Intervention Services: teachers professional periods used for tutoring

10. PS 260 has integrated the use of technology in teaching and learning throughout the school. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. Teaching materials include both text and technology. Students/teachers use a variety of materials to support teaching and learning in themes and content. Instructional Materials used at our

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

Q5. PS 260 provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group.

Teaching materials include both text and technology. Instructional materials used at our school for ELLs include Teacher College Reading and Writing Project. This is a text based program that is content rich and designed for ELL students. Content-based vocabulary is key to the development of the concepts in conjunction with ESL. The Reading and Writing Project program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, the literacy program prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student.

Students will improve their reading and writing skills through grammar, spelling, reading, and writing activities that are appropriate for their grade level.

The school features a free standing ESL pull-out and push-in program. Students in grades 3-5 are either taken out in small groups for ESL Instruction or the ESL teacher pushes-into the classroom. Children are grouped according to ability. They are cross graded when necessary. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction. The student achievement in the ESL Program at PS 260 continues to show student growth in English.

6. The ESL teacher teaches grammar, reading and writing in order to help students increase their NYSESLAT scores. Students are given additional help in reading, writing, and grammar. It is necessary for students to understand various types of questions in order to comprehend different reading questions.

Our transitional support plan for students reaching proficiency is the students who participate in the ELL Program that are advancing and transitioning out of the program are tested and the ESL Teacher and the classroom teacher interact and follow-up on the progress of the student. Test taking strategies and test preparation sessions are provided to ensure that students are prepared for the ELA .

9. The school has an extensive Special Education Program that serves students in a variety of models/settings including self contained classes,

CTT classes and SETTS. In addition there is a Speech teachers and a Guidance Counselor to ensure that the needs of all students are met within the school. ELL students participate in all support services as needed to support their full academic involvements and achievement. ELLs are afforded the same opportunity to participate in all school programs and activities as other student. We use two computer based programs; Achieve 3000 and Study Island.

The instructional programs that provide additional support to the ELL students are:

- Research-based Everyday Math mathematics program

- SETTS

- Parental Involvement Activities

- * School Based Support Team

- Speech services

- Guidance Counselor

- Paraprofessionals in designated classrooms

- Academic Intervention Services: teachers professional periods used for tutoring

10. PS 260 has integrated the use of technology in teaching and learning throughout the school. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. Teaching materials include both text and technology. Students/teachers use a variety of materials to support teaching and learning in themes and content. Instructional Materials used at our

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Professional Development is conducted with the teacher of the ESL Program in order to ensure the growth of the ESL model. The ESL teacher participates in ESL professional development that is provided monthly facilitated by the Support Organization Network, CFN expert

staff to ensure best practices in the ESL classroom.

3. The ESL teacher provides training to the PS260 staff during faculty and grade conferences to ensure that all teachers at the school have a working knowledge of issues related to the instruction of ELLs in their own classroom. Topics include:

- How are Students Identified as ELL
- Assessment of ELLS- NYSESLAT/ LAB-R

Workshops at the school for colleagues will support the understanding of ELL issues as well as how to incorporate effective ESL strategies and methodologies throughout the day in the classroom. Teachers will participate in small focused planning sessions –Inquiry Team meetings

to ensure data driven instruction that is content specific and differentiated for the ELL.

E. Parental Involvement

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

The ESL teacher meets with parents to inform parents of instructional programs for their children and facilitate a parent choice. There are several structures in place at our school to ensure that parents understand all three program choices, Parent Survey forms over the years indicate the priority in program selection has been ESL as parents prefer to have their children in their community school, close to their home.

We are planning parent workshops during the school year. So far, we have not been successful to attract a lot of parents to attend. However, many of them have participated in general meeting. We are looking at ways to get them involved as a cluster group

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6									0
7									0

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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The PS 260 staff concludes that early intervention in these grades would have a grade impact on the future improvement and success of our students. If an intervention program is put into place for students while they are enrolled in grades K-2, it is widely agreed that they will be more likely to perform on or above grade level when placed in grade 3-6 classes.

2. The data patterns across proficiency levels and grades reveals that the majority of the ELL students are in the advanced/intermediate level in the four areas – listening, speaking, reading and writing. As the younger children progress, their language skills improve. New admits in the upper grades reflect the levels of instruction. The listening component is the strongest – writing is the weakest. Four new students are receiving ESL services. Three of them are kindergarten students and the other student is in second grade. The ESL teacher has not receive their official scores of the LAB-R test for this year.

3. The data reveals that the ESL teacher should focus more on improving ELLs' writing skills, such as grammar, spelling, sentence structure, and paragraphs. The ELL teacher is doing push in as well as pulls out to provide needed support for the students in various settings. reading component of the ELL Periodic Assessment.

6. Describe ELL program success
 In the last few years PS 260 has experienced several accomplishments. We feel our biggest accomplishment is the continuous success we have shown in the spectrum of improving the performance and progress of ELL students. Recent accomplishments also include the setting of interim goals by teachers and students in math, reading and writing. We have worked diligently to increase participation and strong relationships with various community based organizations.

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

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

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?

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: 260

School DBN: 19K260

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sabrina Fleming	Principal		1/1/01
Laura Avakians	Assistant Principal		1/1/01
Rose Carter	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lynn Walsh	Coach		1/1/01
	Coach		1/1/01
Judith Hickman	Guidance Counselor		1/1/01
Joanne Brucella	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: 19K260 **School Name:** PS260

Cluster: 2 **Network:** CFN210

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.

A Home Language survey is distributed to parents at admissions. If the home language is a language other than English all documents are translated in their home language by staff members, Parent Association Members and the D.O.E's translation unit.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have a few parents that speak Spanish and Creole. Upon admiddion to the school, teachers are made aware of the staff member or resource person who can translate messages. Staff members are also made aware of the D.O.E's translation hotline.

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 Parent Coordinator, Parent Association, other staff members and the D.O.E.'s Translation Unit in Long Island City are utilized to translate any correspondence to parents.

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.

Parents will receive oral correspondence by staff, Parent Association members or the D.O.E.'s Translation Unit.

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 provides the home language survey to students at admission. Teachers are notified of any students who has been identified as speaking a language other than English. Then the teacher receives information about a contact person or translator in-house who can provide translation services. If no one is available to translate the information, teachers will contact the Translation Hotline. If written correspondence is necessary, a staff member will translate or we will submit the document to the translation unit for translation.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS260	DBN: 19K260
Cluster Leader: Mr. Charles Amundsen	Network Leader: Ms. Joanne Brucella
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: N/A
Total # of ELLs to be served: 2
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

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) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		