



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 66 QUEENS THE JACQUELINE KENNEDY ONASSIS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 27Q066

PRINCIPAL: PHYLLIS LEINWAND EMAIL: PLEINWA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. MICHELE LLOYD BEY

**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
Phyllis Leinwand	*Principal	
Marygrace O’Gara	*UFT Chapter Leader or Designee	
Moraima Mojica	*PA/PTA President or Designated Co-President	
Helen Scavone	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary</i> )	
Patricia Sheehan	Member/CSA	
Roseann Amore	Member/UFT	
Allegra Boriello	Member/UFT	
Donna Reynolds	Member/UFT	
Mayra Perez	Member/Parent	
Jacqueline Mejia	Member/Parent	
Jeanny Roldan	Member/Parent	
Eliana Figueroa	Member/Parent	
Italia Estrada	Member/Parent	
Ingrid Mejia	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

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

### **Annual Goal #1**

By June 2012, the subgroup Students with Disabilities (SWDs) will demonstrate progress towards achieving state standards as measured by a 4% increase scoring at Level 3 & 4 on the NYS ELA examination.

### **Comprehensive needs assessment**

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

Through review of our most current quantitative and qualitative data, it was determined that all student groups showed increases in performance on the ELA assessment except for the SWD subgroup who underperformed some of the other student groups. As a result of a three year trend analysis, we have made progress for our SWD subgroup a priority goal for the school year. Aggregate performance on the NYS ELA for SWDs was 55% at level 3 and above, and 100% at level 2 and above. It is important that we focus on the students scoring in Levels 1 and 2 to provide them with the instructional strategies to bring them up to proficient language levels.

### **Instructional strategies/activities**

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

### **. Activity #1**

- Professional development: Our classroom teachers receive PD from the Coach and SETSS teachers on a monthly basis in the use of strategies in all curriculum areas. Interim assessments will monitor and help revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Target Population: Teachers servicing SWDs (ICT teachers, SETSS).
- Responsible Staff Members: Assistant Principals for SWDs, Staff Developers and Data Specialist
- Implementation Timeline: September 2011 through may 2012

### **Activity #2**

- Data room availability: a data room will be designated so that coaches and other instructional teacher teams will have a location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, make accessible in the room focusing on SWD students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on

indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4.

- Target Population: Teams of Teacher working with SWDs, and former SWDs not making acceptable gains.
- Responsible Staff Members: Assistant Principal, Coach, Data Specialist

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012.

**Strategies to increase parental involvement**

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

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

- In September the school will host "Meet the Teacher Night" where parents are introduced to the teacher, the curriculum goals and student expectations.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- Parent Coordinator will host bookmaking and storytelling workshops for parents.
- The Parent coordinator and other staff, will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- At an Open House, the parents of Students with Disabilities will receive an orientation session on state standards assessment program, school expectations and general program requirements.
- Parent workshops will focus on basic educational concerns.
- Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

**At PS 66:**

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers.
- The Payroll secretary will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.

- Mentors are assigned to support struggling and un-qualified teachers.
- The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at bi-monthly grade conferences, monthly faculty conferences and as needed to be provided by the Coach.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

**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.

At PS 66

- All SWDs will participate in literacy-based programs that have been established as part of the overall instructional program.
- All SWDs will be encouraged to attend before and after school programs and extended day.

**Budget and resources alignment**

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

Funding sources used to increase reading scores are:

TL Fair student funding, TL Parent Coordinator, School Support Supplemental, TL Deferred, Title IIA Supplemental, TL 09 C4E CTT, TL Salary Subsidy 2018, TL Deferred Program, Contract for Excellence (Coach), Title I SWP, RL FSF Legacy Teacher Supplemental, TL IEP Teacher, TL IEP Para, TL Mandated counseling, TL NYSTL textbooks, NYSTL hardware & software, NYSTL Library books.

- Teacher per session 4 days per week
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

## ANNUAL GOAL #2 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 #2**

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

By June 2012, ESL/ELL students will demonstrate progress towards achieving state standards as measured by a 4% increase scoring at Level 3 & 4 on the NYS ELA examination.

### **Comprehensive needs assessment**

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

Through review of our most current quantitative and qualitative data, it was determined that all student groups showed increases in performance on the ELA assessment except for the ELL student subgroup who underperformed all other student groups. As a result of a three year trend analysis, we have made progress for our ELL subgroup a priority goal for the school year. Aggregate performance on the NYS ELA for Limited English students was 54% at level 3 and above; and 96% at level 2 and above. It is important that we focus on the students scoring in Levels 1 and 2 to provide them with the instructional strategies to bring them up to proficient language levels.

### **Instructional strategies/activities**

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

### **Activity #1**

- Professional development: Our classroom teachers receive PD from the ELL teachers on a monthly basis in the use of ELL strategies in all curriculum areas. Interim assessments will monitor and help revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Target Population: Teachers servicing ELLS and students in the ELL subgroup.
- Responsible Staff Members: Assistant Principals for ELLs, Staff Developers and Data Specialist
- Implementation Timeline: September 2011 through may 2012

### **Activity #2**

- Data room availability: a data room will be designated so that coaches and other instructional teacher teams will have a location to be trained in the use of

disaggregated student data. This will include the use of cross curriculum data, make accessible in the room focusing on ELL students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4.

- Target Population: Teams of Teacher working with ELLS, and former ELLS not making acceptable gains.
- Responsible Staff Members: Assistant Principal, Coach, data Specialist

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012.

**Strategies to increase parental involvement**

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

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

- In September the school will host "Meet the Teacher Night" where parents are introduced to the teacher, the curriculum goals and student expectations.
- ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. J The workshop materials used will be translated and interpretation support will be provide in the dominant languages spokien by parents in the school
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- Parent Coordinator will host bookmaking and storytelling workshops for parents.
- The Parent coordinator and other staff, will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

**At PS 66:**

- All recruited teachers will be appropriately certified and highly qualified ELA and ELL teachers.
- The Payroll secretary will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.

- Professional development will be on-going at bi-monthly grade conferences, monthly faculty conferences and as needed to be provided by the Coach.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

**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.
- The school has two Pre-K classes that focus on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.
- All ELLs will be encouraged to attend before and after school language programs.

**Budget and resources alignment**

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

Funding sources used to increase reading scores for ELL students are:

TL Fair student funding, TL Parent Coordinator, School Support Supplemental, TI Deferred, Title Iia Supplemental, TL 09 C4E CTT, TL Salary Subsidy 2018, TL Deferred Program, Contract for Excellence (Coach), Title I SWP, RL FSF Legacy Teacher Supplemental, TL IEP Teacher, TL IEP Para, TL Mandated counseling, TL NYSTL textbooks, NYSTL hardware & software, NYSTL Library books, Title III ESL Support (after school/before school programs).

- Teacher persession4 days per week
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

By June 2012, Limited English Proficient students will demonstrate progress towards achieving state standards as measured by a 4% increase in scoring at Level 3 & 4 on the NYS Math assessment

#### **Comprehensive needs assessment**

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

Through review of our most current quantitative and qualitative data, it was determined that all student groups showed increases in performance on the MATH assessment except for the ELL student subgroup who underperformed all other student groups. As a result of a three year trend analysis, we have made progress for our ELL subgroup a priority goal for the school year. Aggregate performance on the NYS MATH for Limited English students was 74% at level 3 and above. It is important that we focus on the students scoring in Levels 1 and 2 to provide them with the instructional strategies to bring them up to proficient math levels.

#### **Instructional strategies/activities**

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

#### **Activity #1**

- Professional development: Our classroom teachers receive PD from the ELL and Math Coach teachers on a monthly basis in the use of strategies in math curriculum. Interim assessments will monitor and help revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- Target Population: Teachers servicing ELLS and students in the ELL subgroup.
- Responsible Staff Members: Assistant Principals for ELLs, Staff Developers and Data Specialist
- Implementation Timeline: September 2011 through may 2012

#### **Activity #2**

- Data room availability: a data room will be designated so that coaches and other instructional teacher teams will have a location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, make accessible in the room focusing on ELL students. Activities carried out in

the data room will include monitoring student progress, setting initial goals for groups and individual students in MATH, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4.

- Target Population: Teams of Teacher working with ELLS, and former ELLS not making acceptable gains.
- Responsible Staff Members: Assistant Principal, Coach, data Specialist

**Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012, and March 2012.

**Strategies to increase parental involvement**

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

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

- In September the school will host "Meet the Teacher Night" where parents are introduced to the teacher, the curriculum goals and student expectations.
- MATH and ELL teachers will design training modules and host monthly MATH workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provide in the dominant languages spoken by parents in the school
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- Parent Coordinator will host math workshops for parents.
- The Parent coordinator and other staff, will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- The school will create and distribute a parent handbook that is translated in all the dominant languages.  
Parents will be trained on how to use ARIS Parent Link.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

**At PS 66:**

- All recruited teachers will be appropriately certified and highly qualified MATH and ELL teachers.
- The Payroll secretary will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional

development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.

- Professional development will be on-going at bi-monthly grade conferences, monthly faculty conferences and as needed to be provided by the Coach. The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

#### **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.
- The school has two Pre-K classes that focus on improving the oral language abilities, emergent math skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.
- All ELLs will participate in math programs that have been established as part of the overall instructional program.
- All ELLs will be encouraged to attend before and after school MATH programs.

#### **Budget and resources alignment**

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

Funding sources used to increase MATH scores for ELL students are:

TL Fair student funding, TL Parent Coordinator, School Support Supplemental, TI Deferred, Title Iia Supplemental, TL 09 C4E CTT, TL Salary Subsidy 2018, TL Deferred Program, Contract for Excellence (Coach), Title I SWP, RL FSF Legacy Teacher Supplemental, TL IEP Teacher, TL IEP Para, TL Mandated counseling, TL NYSTL textbooks, NYSTL hardware & software, NYSTL Library books, Title III ESL Support (after school/before school programs).

- Teacher persession4 days per week
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	24	24	N/A	N/A	1	0	0	0
<b>1</b>	18	18	N/A	N/A	1	0	0	0
<b>2</b>	18	18	N/A	N/A	0	0	0	0
<b>3</b>	24	24	N/A	N/A	2	0	0	0
<b>4</b>	36	36	24	24	1	0	0	2
<b>5</b>	36	36	24	24	2	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<p><b>ELA</b></p>	<p><b>Academic Interventions:</b></p> <ul style="list-style-type: none"> <li>• <b>FUNDATIONS Phonics and Phonemic Awareness Grades K, 1, and 2.</b></li> <li>• <b>WILSON Program Grades 3-5</b></li> <li>• <b>KAPLAN ELA/Reading strategies and skills</b></li> <li>• <b>Before and after school AIS programs</b></li> <li>• <b>37 ½ minute Extended Day</b></li> <li>• <b>Small group instruction</b></li> <li>• <b>Lunch &amp; Learn small group instruction</b></li> </ul> <p><b>AIS personnel provide additional instruction for at-risk children in the areas of reading and writing. Test data and teacher evaluation is used to identify Level 1 and Level 2 students and to drive instruction.</b></p> <p><b>Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy. To reduce student ratio, a teacher push-in model in literacy will be implemented. The teachers can spend more time targeting the individual needs of each child including children with special and language-learning needs.</b></p> <p><b>We Utilize:</b></p> <ul style="list-style-type: none"> <li>• <b>Treasures Reading System</b></li> <li>• <b>Kaplan K-12 Program used to teach ELA strategies</b></li> <li>• <b>In grades K-2, at-risk students are assessed in phonics and phonemic awareness using Wilson foundations and ECLAS 2.</b></li> <li>• <b>Leap Frog Schoolhouse is incorporated into the ELL classroom</b></li> <li>• <b>In the 37 ½ minute Extended day for small group instruction, the Coach ELA Workout is used to reinforce reading skills and strategies.</b></li> <li>• <b>Month by Month phonics.</b></li> <li>• <b>Summer Success for those Level 1 or 2 students.</b></li> </ul>

<p><b>Mathematics</b></p>	<p><b>Academic Interventions:</b></p> <ul style="list-style-type: none"> <li>• Before and after school AIS programs</li> <li>• 37 ½ minute Extended Day</li> <li>• Small group instruction</li> <li>• Lunch &amp; Learn small group instruction</li> </ul> <p>AIS personnel provide additional instruction for at-risk children in the area of math. Test data and teacher evaluation is used to identify Level 1 and Level 2 students and to drive instruction.</p> <p>Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving math skills. To reduce student ratio, a push-in model in math will be implemented. The teachers can spend more time targeting the individual needs of each child.</p> <p>We utilize:</p> <ul style="list-style-type: none"> <li>• Everyday Math and Math Steps</li> <li>• Coach Workout Math for Extended Day</li> <li>• Kaplan K-12 Strategies</li> <li>• Manipulatives in math instruction to promote repeated exposure to new concepts and skills to foster mastery.</li> <li>• AM and PM programs focusing on the remediation of specific skills for students showing weakness in math (level 1 and 2).</li> <li>• NYC pacing calendar will be used as a guide for grade topics.</li> <li>• Summer Success for those Level 1 or 2 students.</li> </ul>
<p><b>Science</b></p>	<p><b>Academic Interventions:</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Extended Day 37 ½ minutes</li> </ul> <p>AIS personnel will implement a hands-on discovery based science intervention.</p> <p>Reading in the content area of science is stressed with related writing skills integrated into the lessons.</p> <p>Teachers incorporate non-fiction science books into the balanced literacy block. We have increased science content area leveled books in our guided reading program to be used during instruction. Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels. Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.</p>

<p><b>Social Studies</b></p>	<p><b>Academic Interventions:</b></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Extended Day 37 ½ minutes</li> </ul> <p>AIS personnel will implement a program to provide strategies and methods to help in gathering information.</p> <p>A variety of Document Based questions is used to familiarize students with a format for finding and recording information.</p> <p>Teachers incorporate historical fiction and non-fiction history books into the balanced literacy block. We have increased social studies content areas leveled books in our guided reading program to be used during instruction.</p> <p>Current events and using the newspaper is an integral part of the SS curriculum.</p> <p>Map skills are a primary focus in all instruction.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Guidance services are used to improve the conflict resolution skills of the students. The guidance counselor provides support for new teachers in this area as well as defining student referral policies. H/she will continue with our school wide behavior modification incentive program. The interventions, as delineated in the New Continuum Plan will focus upon providing students with on-going support services. Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and of others to better reach their full potential</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Our school psychologist is at our school on a part time basis. He does not provide AIS services. He is only responsible for evaluations and re-evaluations.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Our school's social worker is at our school on a part time basis. She does not provide AIS services.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Health related interventions are provided to reinforce social/emotional functioning. The IEP team will meet to assess the progress of all students, paying particular attention to our educationally disadvantaged students. They will work with mandated students as well as additional small groups of students to help with their academics, socialization skills, behavior and self-esteem.</p>

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen/Jean McKeon</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>066</b>
School Name <b>Jacqueline Kennedy Onassis School</b>			

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

Principal <b>Phyllis Leinwand</b>	Assistant Principal <b>Patricia Sheehan</b>
Coach <b>Lariane Davino</b>	Coach <b>type here</b>
ESL Teacher <b>Marian Kudo</b>	Guidance Counselor <b>Fallon Panetta</b>
Teacher/Subject Area <b>Ryan Sinrich/ESL teacher</b>	Parent <b>Moriama Mojica</b>
Teacher/Subject Area <b>Lisa Buckley/Science teacher</b>	Parent Coordinator <b>Sandra Buitrago</b>
Related Service Provider <b>Carrie Pinto/SETSS teacher</b>	Other <b>type here</b>
Network Leader	Other <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>527</b>	Total Number of ELLs	<b>120</b>	ELLs as share of total student population (%)	<b>22.77%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staffs know what language is used in the home. If the HLIS indicates that a child uses a language other than English, he or she is first informally interviewed through oral dialogue by the school's ESL teachers and other trained pedagogues. If the child speaks English fluently and is capable of using academic language during this initial interview process, also known as the informal interview in native language, the child will not be administered the Language Assessment Battery-Revised (LAB-R) by the school's ESL teachers. However, if the child is unable to respond and has difficulty comprehending questions conducted during the interview then the LAB-R is administered. During this time, parents of students who speak another language are accommodated with native language support during the intake process. On staff, at the present time, we have trained pedagogues and translators who speak other languages. On staff are Mrs. Kudo, an ESL teacher who is a speaker of Chinese, Mrs. Ravinder Kaur, a paraprofessional who is a speaker of Urdu and Punjabi, Mrs. Marta Laurette, an ESL teacher who is a speaker of Polish, and Ms. Sandra Buitrago, the school's Parent Coordinator, who is a speaker of Spanish. If the ESL teachers are not available to evaluate the HLIS, other trained pedagogues are ready to assist. They include the assistant principal, testing coordinator, the coach and the principal. If a parent speaks a language other than the ones listed, trained pedagogues contact the translation and interpretation unit. Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.

All LABR eligible students are tested within the first ten days of initial enrollment. ESL teachers access ATS reports, specifically RLER, on a daily basis to identify LABR eligibility. Performance on the LABR determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she also takes a Spanish LAB to determine language dominance. Once student is enrolled into the ELL program, the student is given English support services. Parents of newly enrolled ELL students are notified and are invited to the school for orientation to inform them of the different ELL programs that are available. At orientation, parents have the opportunity to receive materials about ELL programs in their home language, view the Parent Orientation Video in their native language, and to ask questions about ELL services with assistance from a translator. At the end of each orientation, the school staffs collect the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed within the first ten days of their initial enrollment, students receive ELL services and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program.

All ELL students who are eligible for services are mandated to take the NYSESLAT in the spring of that school year. ESL teachers

have access to ATS and are required to retrieve reports that provide sufficient and important information regarding the ELLs who are taking the NYSESLAT, i.e. RLAT, RYOS, RPOB, RNMR, RSFE, and RCHK. The RLAT is printed and evaluated to ensure that entitled students participate in the NYSESLAT. The RYOS is used to provide information regarding the years of services necessary for documentation on answer documents. The RPOB provides home languages necessary for documentation on the answer documents. The RNMR is used to provide information on the separate modalities. The RSFE is used to provide information on SIFE children. The RCHK indicates if our ELLs are correctly listed as LEP. Mrs. Kudo, Mrs. Laurete, and Mrs. Sinrich, who are the ESL teachers administer the NYSESLAT with the assistance of the testing coordinator, Mrs. Amore. Based on the academic testing calendar, ESL teachers and the testing coordinator work closely to ensure ELLs are tested correctly within the testing window. The speaking portion subtest is administered individually to the student by a trained pedagogue, i.e. ESL teacher or testing coordinator. Subsequently, based on the testing calendar, the other modality subtests are administered within the testing window where the grade bands K-1, 2-4, and grade 5 are grouped accordingly for assessment. ELL students in grades 2 through 5 participate in the listening portion of the NYSESLAT by listening to the audio CD provided by New York State. Kindergarten and first grade students participate in the listening portion based on the testing manual read aloud by an ESL teacher provided by New York State. Reading and writing subtests are administered whole group based on grade bands. Any students who are absent during any of the subtests are administered the test(s) at a later time.

2. The parents are given the choice of three programs. During the orientation process which is within the first ten days of initial enrollment, parents are encouraged to watch the EPIC video in their native language to wisely select the program that they feel appropriately meet the needs of their child. Each parent is given a parent brochure in their native language. Based on parent choice and program selection, the following programs are offered: Dual Language, Transitional Bilingual or freestanding English as a Second Language, and Freestanding English as a Second Language. If a parent chooses a program that is not available in our school, there are notification procedures that must be followed. If a parent chooses a program that is not available in our school, there needs to be a minimum of 15 students in two consecutive grades whose parents first choice is TBE/DL in the same native language. If parents insist on placing their child in TBE/DL, trained pedagogues provide these parents with alternate neighboring schools that have these programs for the current school year. At the present time, based on our Parent Survey and Program Selection Forms, freestanding ESL is the dominant choice.

**This school serves the following grades (includes ELLs and EPs)**  
 Check all that apply

Following programs: Dual Language, Transitional Bilingual or freestanding English as a Second Language, that student is placed accordingly.

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

- the ESL teachers, Mrs. Kudo, Mrs. Sinrich and Mrs. Laurette in conjunction with Ms. Sandra Buitrago, parent coordinator, hold parent workshops in order to provide appropriate information on each program throughout the school year. If a parent needs additional assistance, the school provides interpretation and translation services by the Department of Education.
- parents are also invited into the classroom to observe and engage in ESL strategies and materials
- parent participation in school activities to keep parents informed of all school events

3. After students are administered the LAB-R and the student is deemed entitled to receive English support services, the student and parent(s) or guardian(s) are invited to parent workshops where the three program choices are described. The ESL teachers, Mrs. Kudo, Mrs. Sinrich and Mrs. Laurette are responsible for the distribution and collection of entitlement letters within the first ten days of initial enrollment. Letters of entitlement are distributed, along with the parent survey and program selection forms to the entitled students, in their native language. Participating parents are asked to complete the survey and the parent orientation session, after viewing the video in their native language. However, if a parent of an ELL child is unable to attend, letters are sent home with the child and follow up calls are made to ensure that the forms return. The school ensures that these letters and forms are safely maintained where the originals are placed in the students' cumulative folders and photocopies of these forms are kept in the school's compliance binders.

4. If a parent does not complete a Parent Survey and Program Selection Form, the school automatically places the child in a TBE program. However, in our school, the TBE program is not available. Parents are informed of a neighboring school within the district where a TBE program is available with the assistance of translators. Yet, most of our parents prefer to keep their children in our school and are often placed into the school's ESL program. After the parents choose the program that best suits the needs of their child, placement letters are distributed to the parent in the language of their choice. Once we receive NYSESLAT scores, continued entitlement letters are distributed in their parents language of choice. Students are asked to return these letters with their parent's signatures and date. The originals are placed in that child's cumulative folders and the photocopies are placed in our compliance binder. Parents are welcome to call the school with any questions or concerns regarding their child's placement.

5. After reviewing past Parent Survey and Program selection forms it has become apparent through the rising trend that the parents prefer the English as a Second Language (ESL) freestanding program. We keep records of the numbers of requests for each program. Based on past trend and the present, ESL is the dominant program for our school. However, if the number of requests increase for dual language or TBE, we will accommodate parent's needs based on their choice. The parents have expressed their appreciation for their child's acquisition of English proficiency. Using English the students are engaged in many group activities with a strong emphasis in literacy and language development. This program is directly related to all content areas. All 103 parents survey and program selection forms request their child stay in our school for our freestanding ESL program.

6. Yes, the school's program is aligned with what parents have been requesting. Using the ELPC screen on ATS, we document each parent's choice. The school offers an extensive push-in model. P.S. 66 is comprised of children from many countries. It is important to facilitate their adjustment to their new surroundings. The focus of the ESL program is to enable the students to function effectively within the classroom environment.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6● 7● 8● 9● 10● 11● 12●
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	22												22
<b>Push-In</b>	15	6	21	20	21	15								98
<b>Total</b>	15	28	21	20	21	15	0	0	0	0	0	0	0	120

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	97
SIFE	9	ELLs receiving service 4-6 years	23
		Special Education	19
		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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	97	9	9	23	0	10	0	0	0	120
Total	97	9	9	23	0	10	0	0	0	120

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

### C. Home Language Breakdown and ELL Programs

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

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	21	18	14	17	9								89
Chinese	0	0	1	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	1	3	0	1	0	0								5
Urdu	0	0	0	0	1	1								2
Arabic	2	4	0	3	4	3								16
Haitian	0	0	0	1	0	0								1
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	1	0	1	0	0	0								2
Polish	1	0	0	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	0	0	1	1	0	1								3
<b>TOTAL</b>	15	28	21	20	22	14	0	0	0	0	0	0	0	120

# 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?

1. ESL instruction is delivered for all ELLs as required under CR Part 154. Beginners and intermediate students receive 360 minutes per week of ESL instruction and advanced students receive 180 minutes. Teaching materials are differentiated in each program according to the students' proficiency levels. Instruction will follow the same skills and strategies that are introduced Region wide. The monthly focus for math and literacy are reinforced at these levels.

a. The organizational models used are push-in, pull-out and self-contained.

b. The program models are dependent on the proficiency levels based on the LAB-R and the NYSESLAT scores. The newcomers in grades K-2 and 3-5 are organized homogeneously and ungraded through a pull-out program. Our first grade students are in a self-contained ESL class. Due to our high ESL population, we service the remaining students through a push-in model where students are organized heterogeneously and graded.

2. The school ensures that the mandated number of instructional minutes is provided according to proficiency levels. Each child is examined using the results of the Lab-R and the NYSESLAT. Using the ELL interim assessments, we will be able to identify specific areas giving the beginners and intermediate students more instructional time per week. The grouping will be based on their proficiency levels.

a. ELLs receive ESL instruction as per proficiency levels and as per CR Part 154. Beginners and intermediate students receive ESL instruction 360 minutes per week and advanced students receive ESL instruction 180 minutes per week. All ELL students receive ELA instruction 180 minutes per week. We service our beginner and intermediate students 8 (45 minute) periods a week and our advanced students receive 4 (45 minute) periods of instructional time.

3. Our students come from varied backgrounds and therefore receive content area instruction in core academic areas using sheltered English. Where possible, translations are provided by qualified staff and/or translators, in the native language. Our program for ELLs embodies the conceptual understanding of challenging content and well-developed learning strategies that prepare ELLs to solve problems

## A. Programming and Scheduling Information

think critically and communicate in their new language. We deliver instruction to align with the common core state standards in Math, ELA, Social Studies and Science. Translated glossaries are often used, as well as, the use of technology in the content areas. We collaborate with the classroom and cluster teachers to plan lessons in line with the student's needs.

4. We ensure that ELLs are appropriately evaluated in their native language in numerous ways. Initially, Spanish speaking students get tested with the LAB\_R. If the child is entitled for ELL services, the Spanish student is administered the Spanish LAB. All of our students in the testing grades have the opportunity to take their NYS content exams, as well as, preparatory exams in their native language. We utilize translators and translated editions to provide additional support.

5. ELL students are grouped to receive services based on their level of language proficiency. A data driven approach using Standardized and teacher assessments and/or evaluations are used to determine the level of fluency for each student.

a. SIFE students are seen by the ELL teacher on a daily basis in a pull-out model. We will facilitate their adjustment to the new surroundings. The teacher develops language skill that will enable them to function effectively in their regular classroom. In addition the teacher emphasizes self-esteem and confidence as they adapt to a new culture. The ELL teacher shares strategies with the classroom teacher to meet the needs of these students within the confines of the classroom.

b. ELL's in school less than three years are seen 8 (45 minute) periods a week. This gives each newcomer 360 minutes in the ESL classroom where they receive intensive English language instruction. This allows these students to adjust to their new surroundings, and enables them to function effectively in their regular classroom as well as prepare these students for the ELA. In addition to teaching phonics, blending and letter sounds, we incorporate English immersion through Rosetta Stone. We utilize a component of our reading program strictly designed for newcomers in grades K-2 and 3-5. Each student is provided with a picture glossary, as well as a workbook that stresses vocabulary and basic sight words.

c. ELL students receiving four to six years of service continue to receive ESL services dependent on their level of language proficiency. They are provided with English language instruction and instruction in the content areas of math, science, and social studies. Students participate in EdPerformance tasks, a computer program, that assesses student progress in Math, Language Arts and Reading. These students are also provided with AIS instruction dependant upon their language proficiency. Students also participate in inquiry teams, where student progress is assessed on a weekly basis.

d. Long term ELL students will be provided with English language instruction and instruction in the content areas of math, science, and social studies. These students also participate in EdPerformance tasks. They also receive AIS instruction dependent upon their language proficiency and participate in inquiry teams.

6. There are many instructional strategies and grade level materials that teachers use to provide ELL-SWDs with academic content area support, as well as, to help accelerate English language development. Many of our students enjoy hands-on, tactile manipulatives. Our activities are delivered via the SMART Board, where many students can interact with the lesson. Laptops are incorporated as well. The ELL teacher will link with the SETSS teacher in order to help the ELL students who are identified as having special needs. The ELL teacher will also discuss and review the needs of each child. The SBST and guidance counselor will have a part in helping plan appropriate lessons according to the needs of each student. In our ICT classrooms, we meet with the general education and special education teachers to focus on specific skills that the students need, based on their Individualized Education Plan. Each student with an IEP are targeted specifically based on the needs of the child by each provider. All mandated service providers record attendance through SESIS. This ensures that all ELL-SWDs are receiving their entitled services.

7. Based on the curricular, instructional and scheduling flexibility of school, we meet the diverse needs of ELL-SWDs in the least restrictive environment by conferencing with service providers and parents to better understand the needs of our students. ELL-SWDs are accommodated on a daily basis and during times of assessment based on their IEPs.

### ELL-SWDs

- Attend before and after school programs that focus on specific skills and strategies that is grade and level appropriate.
- Attend Extended Day Program on Mondays and Tuesdays where tutoring is provided through targeted and differentiated small group instruction; providers of services carefully plan lessons to address not only each student's needs but their interests and skills.
- English Language Learners who have not met the performance standards utilize the school-wide reading program, Treasures. ELL

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

## A. Programming and Scheduling Information

- Receive small group instruction that provides comprehensive literacy instruction and Common Core State Standard based content area teachings

## 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?

8. We provide targeted intervention programs for ELLs in ELA, Math, and other content areas. Our newcomers utilize Rosetta Stone, Starfall and Destination Reading to enhance language proficiency. Phonemic awareness is developed through the use of a specific reading program, Treasure Chest, which incorporates visuals, picture dictionaries, retelling cards and vocabulary building cards. The primary focus is to provide extra assistance with the students' acquisition of English and the development of language skills that will enable them to function effectively in the regular classroom. The teacher will base instruction on the individual needs of the students to the greatest possible extent in Language Arts, Math, Science and Social Studies. Hands on activities are used during science experiments whenever possible. In social studies, the students learn through a multitude of ways including, maps skills, role-playing activities and DBQs. Work samples are reviewed and groups are formed and changed periodically. AIS support is integrated in all grades, as well as inquiry teams to give added support in small groups. The primary focus is reviewing necessary skills and strategies that the students will need to perform on their academic grade. In addition, the ELL students will practice strategies to assist them with the NYSESLAT, ELA and MATH standardized tests.

9. Transitional support for students reaching proficiency includes students being more accountable for their regular class work while building their stamina in timing and using advanced strategies. The students are targeted for AIS and inquiry teams. These students receive testing accommodations, time and a half, during assessments for the next two years after reaching proficiency on the NYSESLAT.

10. We are currently using Treasure Chest, an ESL component to our school-wide reading system. We use Rosetta Stone to help with language acquisition. We started a trial program "Destination Reading" to engage students interest in reading, while differentiating students abilities.

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

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

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

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

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

## 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.
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9. Transitional support for students reaching proficiency includes students being more accountable for their regular class work while building their stamina in timing and using advanced strategies. The students are targeted for AIS and inquiry teams. These students receive testing accommodations, time and a half, during assessments for the next two years after reaching proficiency on the NYSESLAT.

10. We are currently using Treasure Chest, an ESL component to our school-wide reading system. We use Rosetta Stone to help with language acquisition. We started a trial program "Destination Reading" to engage students interest in reading, while differentiating students abilities.

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

13. The instructional materials used to support the learning of ELLs are:

## 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.
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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)?
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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.
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9. Transitional support for students reaching proficiency includes students being more accountable for their regular class work while building their stamina in timing and using advanced strategies. The students are targeted for AIS and inquiry teams. These students receive testing accommodations, time and a half, during assessments for the next two years after reaching proficiency on the NYSESLAT.

10. We are currently using Treasure Chest, an ESL component to our school-wide reading system. We use Rosetta Stone to help with language acquisition. We started a trial program "Destination Reading" to engage students interest in reading, while differentiating students abilities.

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

13. The instructional materials used to support the learning of ELLs are:

- Balanced literacy components: read aloud, shared, guided leveled books, writer's workshop model

## 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

### C. Schools with Dual Language Programs

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

N/A

Science:

### D. Professional Development and Support for School Staff

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

1. The professional development plan for all ELL personnel at the school is ongoing. ELL personnel are required to participate and receive 175 hours of professional development. Such professional development include: new teacher training, BESIS survey collection, extension of services technical assistance, Title III funding, initial enrollment procedures, inquiry data and analysis, preparation and scoring for NYSESLAT, ARIS and Aquity training, Treasures and Destination Reading training, etc. The professional development plan for ELL personnel is current and maintained every year. We are encouraged to attend workshops to learn additional strategies and stay abreast of current trends.

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

2. We provide strong school-based guidance counselor support so that the ELLs receive high quality assistance to transition from our school to the middle school classroom teachers. We provide student workshops on numerous topics that will help our ELLs transition to their new environment. Such workshops include: anti-bullying, career readiness, leadership and character development, pep rallies, math bee, and student/parent policy awareness for middle school.

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

- Thursday, September 22, 2011
- Thursday, October 27, 2011
- Tuesday, November 17, 2011
- Thursday, December 15, 2011
- Thursday, January 26, 2012
- Thursday, February 16, 2012
- Thursday, March 22, 2012
- Thursday, April 26, 2012
- Thursday, May 24, 2012

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

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- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
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Professional Development for Parents:

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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?

8. We provide targeted intervention programs for ELLs in ELA, Math, and other content areas. Our newcomers utilize Rosetta Stone, Starfall and Destination Reading to enhance language proficiency. Phonemic awareness is developed through the use of a specific reading program, Treasure Chest, which incorporates visuals, picture dictionaries, retelling cards and vocabulary building cards. The primary focus is to provide extra assistance with the students' acquisition of English and the development of language skills that will enable them to function effectively in the regular classroom. The teacher will base instruction on the individual needs of the students to the greatest possible extent in Language Arts, Math, Science and Social Studies. Hands on activities are used during science experiments whenever

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9. Transitional support for students reaching proficiency includes students being more accountable for their regular class work while building their stamina in timing and using advanced strategies. The students are targeted for AIS and inquiry teams. These students receive testing accommodations, time and a half, during assessments for the next two years after reaching proficiency on the NYSESLAT.

10. We are currently using Treasure Chest, an ESL component to our school-wide reading system. We use Rosetta Stone to help with language acquisition. We started a trial program "Destination Reading" to engage students interest in reading, while differentiating students abilities.

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

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

- supplemental services to grades 3-5. Reading and Math Instruction takes place during an AM Literacy/Math Program—7:00 am-8:00am, 4 days a week Monday through Thursday for 52 sessions. Other funding will supplement this program for it to continue for 92 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 5 teachers, 3 teachers have NYS Literacy Certification and 2 teachers have NYS TESOL Certification.
- Thursday and Friday Academy Literacy/Math (2 days a week)—after school 2:45 pm-3:45 pm for 30 sessions - provides the same services as the AM program. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 6 teachers, 3 teachers have NYS TESOL certification and 3 teachers have NYS Literacy Certification
- All ELLs are encouraged to attend the AM Literacy/Math program as well as Thursday and Friday Academy.

13. The instructional materials used to support the learning of ELLs are:

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13. The instructional materials used to support the learning of ELLs are:

- Balanced literacy components: read aloud, shared, guided leveled books, writer's workshop model

## Additional Information

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

N/A

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Assembly will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

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

Professional Development for Parents:

# 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)	10	14	3	3	3	2								35
Intermediate(I)	1	8	6	9	2	2								28
Advanced (A)	4	6	11	8	16	11								56
Total	15	28	20	20	21	15	0	0	0	0	0	0	0	119

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	0	0	0	1							
	I	9	3	0	0	0	1							
	A	4	10	6	7	4	4							
	P	12	13	17	17	13	11							
READING/ WRITING	B	11	4	0	1	0	3							
	I	8	5	10	2	2	1							
	A	6	8	7	14	9	5							
	P	2	10	6	7	6	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	13	10	0	25
4	0	6	9	0	15
5	0	2	8	0	10
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	1	10	0	14	0	2	0	27
4	0	0	2	0	13	0	2	0	17

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	3	8	1	5	0	17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	0	11	0	3	0	17
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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. Our school uses LAB-R, ECLAS-2, Treasures Reading Program Weekly Assessments, weekly conference logs during guided reading, Fountas and Pinnell, PPR Goals, and the NYSESLAT (RLAT/RNMR reports) to assess the early literacy skills of the ELLs. The data provides insight into each ELL learner in terms of understanding and using the four skills (listening, speaking, reading, and writing) necessary to be English proficient. This data informs our school's instructional plan by seeing what areas need more focus and attention. In our inquiry groups, we group the children based on their needs in reading, writing, listening and speaking. After analyzing the data, we align our lessons to support those skills and strategies that the students are weak in. We also create computerized assessments on Aqity to see if progress was made in each skill. In guided reading, we group the students based on their reading levels through ECLAS, NYSESLAT reading modality score and running records. We assess the student's comprehension of the stories by their ability to answer questions about the story through oral and written form.

2. After examining the data of students' results on the LAB-R and NYSESLAT, we have noticed a pattern across proficiency levels and grades. On the LAB-R, we notice that most of our newcomers are limited in English, therefore often scoring at the beginner level. On the NYSESLAT, K-5th proficiency levels are clearly higher in the listening and speaking modalities. The scores also reveal lower proficiency levels within the writing and reading modalities.

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

4a. In the areas of science, social studies and math, ELL students who are intermediate or advanced choose to use the English version test. However, students who are taking these content area tests for the first time, who are beginners, prefer to take tests in their native language with the aid of a translated glossary. The patterns across proficiencies and grades are that our students tend to perform at a satisfactory level.

4b. The school leadership and teachers are using the results of the ELL periodic assessments to drive instruction. The school leadership will utilize AIS teachers along with the ELL teacher to meet the needs of each ELL student. Their strengths and weaknesses will become clearer using the results of these assessments along with other work the students have completed as evidenced in their portfolios. The teachers of the ELL students target the areas of weakness, specifically reading and writing, in their classroom on a daily basis.

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

## Additional Information

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

N/A

## Part VI: LAP Assurances

School Name: <u>Jacqueline Kennedy Onassis</u>		School DBN: <u>27Q066</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phyllis Leinwand	Principal		10/21/11
Patricia Sheehan	Assistant Principal		10/21/11
Sandra Buitrago	Parent Coordinator		10/21/11
Marian Kudo	ESL Teacher		10/21/11
Moriama Mojica	Parent		10/21/11
Ryan Sinrich	Teacher/Subject Area		10/21/11
Lisa Buckley	Teacher/Subject Area		10/21/11
Laraine Davino	Coach		10/21/11
	Coach		
Fallon Panetta	Guidance Counselor		10/21/11
	Network Leader		
Carrie Pinto	Other <u>SETSS Teacher</u>		10/21/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 27Q66      **School Name:** Jacqueline Kennedy Onassis School

**Cluster:** Two      **Network:** CFN211

**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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

At school leadership and PTA meetings our needs were reported to the community. Based on the data, our greatest need is Spanish translation it was announced that our parent coordinator and several teachers and other staff communicate fluently in Spanish to provide parents with needed translation. We provide written translation on all documents as provided by the DOE website to those parents in need of translations. A translated letter is sent home informing parents of translation services available in school. Parental notices are sent in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice is posted in a prominent location near the main office of the school. Letters are sent home to parents in the home language whenever possible. Our parent coordinator holds workshops to help parents learn English and to disseminate information. Signs posted in the main lobby indicate Spanish is spoken here as well as signs for events and other services. Individual student and other school data are reported by school staff to parents in the native language. Results are disseminated as soon as the information is received. Workshops are given at PTA and leadership meetings, to explain standardized tests and results.

## Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school provides oral interpretation services as well. Our parent coordinator and other staff members conduct bi-monthly meetings to keep parents informed of changes within curriculum. Curriculum planning, pacing and discussing individual needs are needed to achieve high standards. Our school had many in-house people to interpret during scheduled meetings to translate English to Spanish or other languages. Our SBST is also bilingual and provides translations for mandated services. Our parent coordinator and other staff are always available to provide translation when needed. When necessary, we provide services with an outside vendor as contracted by the DOE.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Translation service funds provided by the DOE will be used for in-house interpreters to translate at PTA meetings and parent teacher conferences or to hire an outside vendor to perform the services needed. This will allow parents to understand standardized exams, informal assessments, and to notify parent of individual students' progress. All important documents are provided in translated form. They are distributed from the main office and the parent coordinator also maintains a file of these documents in her office. Parental notices will be sent in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice will be posted in a prominent location near the main office of the school.

## 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: Jacqueline Kennedy Onassis	DBN: 27Q066
Cluster Leader: Charles Amundsen	Network Leader: Jean McKeon
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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 119 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

## 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:

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

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

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

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

- The Title III funding provides supplemental services to grades 3-5. Reading and Math Instruction takes place during an AM Literacy/Math Program—7:00 am-8:00am, 4 days a week Monday through Thursday for 90 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their monolingual classrooms and to gain confidence in their ability to perform to the common core learning standards. The program is also designed to prepare students for the NYSESLAT. The program will be served by 3 teachers; 3 teachers hold NYS certification in TESOL (Teaching English to Students of Other Languages).
- Thursday and Friday Academy Literacy/Math (2 days a week)—after school 2:45 pm-3:45 pm for 40 sessions - provides services for grades K-2. There are 20 students in each class group. The emphasis is on phonological awareness, the alphabetic principle, letter and sound correspondences, decoding, early writing skills, oral language, and comprehension. Students also focus on math performance standards by utilizing math concepts and strategies for problem solving. The focus of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the common core learning standards. The program is also designed to prepare students for the NYSESLAT. The program will be served by 3 teachers; all 3 teachers hold NYS certification in TESOL (Teaching English to Students of Other Languages).

## Part B: Direct Instruction Supplemental Program Information

- All ELLS are encouraged to attend the AM Literacy/Math program as well as Thursday and Friday Academy.
- Materials purchased for the Thursday and Friday after school academy were also purchased with other funds, NOT Title III.

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

- o Comprehensive Reading Assessment by Options—which diagnosis, instructs, gives practice and assesses reading
  - o Step Up to Reading—thinking about comprehension strategies
  - o Essential Skills to Reading Success—intensive reading and writing practices
  - o New York State Mathematics—understanding math processes and strategies for problem solving
- Materials purchased for the Thursday and Friday after school academy were also purchased with other funds, NOT Title III.

The books we purchased for these PM K, 1st, and 2nd grade programs are:

- o Sadlier Phonics—phonics practice
- o Math Steps—understanding math concepts and strategies for problem solving

## 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:

The professional development plan for all ELL personnel at the school is ongoing. ELL personnel are required to participate and receive 175 hours of professional development. Such professional development include: new teacher training, BESIS survey collection, extension of services technical assistance, Title III funding, initial enrollment procedures, inquiry data and analysis, preparation and scoring for NYSESLAT, ARIS and Aquity training, Treasures and Destination Reading training, etc. The professional development plan for ELL personnel is current and maintained every year. We are encouraged to attend workshops to learn additional strategies and stay abreast of current trends. Participants of these ongoing workshops include subject area teachers, the guidance counselor, special education providers, service providers, paraprofessionals, school secretaries and the parent coordinator.

### Part C: Professional Development

Ongoing professional development will be implemented for all staff. Strategies and analysis of the ELL program will be shared with all classroom teachers. We provide in-service training to all personnel providing instruction or other services to such pupils in order to enhance their appreciation for the pupils' native languages and cultures and their ability to provide appropriate instructional and support services.

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

- Thursday, September 22, 2011
- Thursday, October 27, 2011
- Tuesday, November 17, 2011
- Thursday, December 15, 2011
- Thursday, January 26, 2012
- Thursday, February 16, 2012
- Thursday, March 22, 2012
- Thursday, April 26, 2012
- Thursday, May 24, 2012
- Thursday, June 7, 2012

### 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

## Part D: Parental Engagement Activities

Begin description here:

Monthly professional development for parents will be provided by district and parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families. Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues. Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

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

Students with disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. P.S. 66 Queens is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.

Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.

With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)

The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

### Part D: Parental Engagement Activities

Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Parents will be invited to attend culminating celebrations marking their child’s success at the school. Such events include: Holiday Festivals, Literacy Night, and Multicultural Celebration.

Student of the month celebrations will be held in conjunction with PTA meetings and an Honor’s Assembly will be held at the end of each marking period.

School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.

The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.

At Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on common core learning standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		