



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S./I.S. 66

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K066

PRINCIPAL: LUCILLE JACKSON

EMAIL: LJACKSO17@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

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
Lucille Jackson	*Principal or Designee	
Mohamed Khan	Assistant Principal	
William Fiquet	*UFT Chapter Leader or Designee	
Arlene Jobe	*PA/PTA President or Designated Co-President	
Lina Kalb	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Andrea Rawle	Member/Teacher	
Ivy Spilberg	Member/Teacher	
Joanne Coico-Chiapperino	Member/Teacher	
Anthony Foster	Member/Parent	
Stephanie Gabriel	Member/Parent	
Shelly Garraway	Member/Parent	
Robert White	Member/Parent	
Olayinka Dan Salami	Member/Parent	

Nicole Lovinsky	Member/Parent	
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** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, the percent of students in grades 3 through 8 who are proficient in ELA as measured by the NYS ELA exam will increase by 3% from 47% to 50%.

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.

Members of the School Leadership Team agree that continued growth in ELA needs to be a top priority for all students. The data listed below indicates the percent of students tested at each grade level who scored below level 3 on the May 2012 New York State ELA assessment: Grade 3: 49.3%; Grade 4: 33.3%; Grade 5: 43.2%; Grade 6: 48.1%; Grade 7: 53.9%; Grade 8: 66.3%.

The aggregated data above indicates a total of 47% of students tested scored below level 3.

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,

Students who scored in the bottom third on the 2012 NYS ELA exam will be identified as in need of academic intervention services.

Middle school classes will be reorganized to better target the bottom third of students within a smaller class setting.

AIS will be provided to identified students as follows:

-middle school teachers will use administrative periods to provide intensive small group instruction;

-resource and F status teachers will provide tutorials to students;

-F status teachers will collaborate with ELA teachers to provide small group instruction to bottom third;

-students will be encouraged to attend the after school tutorial program;

-the period nine program will be reorganized to better differentiate instruction for those students in the bottom third.

Teachers will be provided with a pacing calendar of common core standards in ELA; school created benchmark assessments will be used to assess the achievement of standards indicated on the calendars.

A daily school wide skill and drill assessment will be implemented to build fluency and stamina, assess understanding of skills taught, and provide teachers with immediate feedback.

Centers will be utilized in the classrooms to allow for independent learning and teacher/student conferencing.

Supplemental materials will be provided to better enable students to achieve the required common core standards.

Scholars Program teachers will serve as models for best practices.

Parent workshops will be conducted to better enable parents to support the achievement of their children.

Daily assessments which are analyzed and documented will be used to drive instruction.

F-status AIS teacher will work with small groups of students identified in need of academic intervention in grades 6-8.

Resources used in the classrooms include:

Buckle Down to CCSS grades 3-8 for ELA instruction

New York Common Core Learning Standards Strategies to Achieve Reading Success (STARS)

PebbleGo.com grades K-5

Explore Learning grades 5-8

Common Core writing tasks are required in grades Pre-K -8 on a six week cycle.

On demand writing tasks are used as an assessment for the writing tasks.

b) key personnel and other resources used to implement these strategies/activities,
Academic intervention providers will record data and maintain checklists to indicate the mastery of common core standards and areas in need of further instruction;
School made benchmark assessments will measure the mastery of common core standards as indicated on the pacing calendars and the data will be analyzed during collaborative inquiry team meetings;
Daily school wide skill and drill data logs will be maintained by ELA teachers;
Period nine teachers will maintain progress folders to indicate the level of proficiency of their students;
Staff developers will provide ongoing support to classroom teachers in the preparation of ELA activities and materials in the analysis of data;
A full time SETTS teacher will provide differentiated instruction to identified at-risk students on a daily basis;
Staff developers and middle school teachers will provide academic intervention to both elementary and middle school students identified as in need of small group instruction October through May;
Teachers in the after school tutorial program will administer benchmark tests to determine mastery of skills.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers will participate in weekly collaborative inquiry meetings to review student work and analyze data to better plan for instruction and meet the needs of the students;
Grade conferences will be conducted on a monthly basis to review the results of periodic assessments to better inform and differentiate for instruction.
Administrators will meet with teachers on a monthly basis to review and assess the effectiveness of the application of the components of *Danielson's Framework for Teaching*.
Supervisors will conduct frequent cycles of informal observations to assess the effectiveness of the components of ELA instruction.

d) timeline for implementation.
After school programs held once a week for one hour will deliver instruction in ELA to students identified as in need of small group instruction
Period nine, held twice a week for 50 minutes each session for students in grades 4 through 6 will provide small group instruction in ELA for homogeneously grouped students.
Daily classroom instruction will be delivered.
Academic intervention services will be provided three times a week to students identified as in need of AIS.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be conducted to better enable parents to support the achievement of their children.
Supplemental materials purchased with Title 1 funds will be distributed to parents for reinforcement and practice of literacy skills during the summer months.
Family Cultural Passes will be purchased with Title 1 funds for parents to use with their children at city cultural institutions.
Information and instruction for parents in the use of the ARIS online program will be provided through School Leadership Team meetings, Parent Association meetings, and specially scheduled workshops.
A website is in place that allows families access to information about instructional practices and activities in each classroom.
The Parent Coordinator will facilitate community based events and competitions that promote literacy and engage parents in the educational process.
The Parent Coordinator will facilitate the acquisition of library cards for all students.
Staff Developers will conduct parent workshops for the Scholars Program to empower parents with the strategies that will enable them to nurture their intelligence;

Parent Coordinator established list serve email communication to update and inform parents of school-wide activities and initiatives, as well as serving as a communication tool for parents to reach out via email to Parent Coordinator;
The utilization of JUPITER, an online communication tool that allows teachers to communicate directly with parents about their individual child's progress will strengthen the home school connection.

Budget and resources alignment

• Indicate your school's Title I status School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title 1, Contract for Excellence, AARA and Tax Levy allocations are used to fund necessary teaching positions, purchase instructional supplies, support after school programs, enable professional development, and allow for the addition of F status personnel to address both the needs of all students and to focus on students in need of academic intervention.

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

By June 2013, the percent of students in grades 3-8 who are proficient in mathematics as measured by the NYS mathematics exam will increase by 3% from 65% to 68%.

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.

Members of the School Leadership Team agree that continued growth in Mathematics needs to be a top priority for all students. The data listed below indicates the percent of students tested at each grade level who scored below level 3 on the May 2012 New York State Mathematics assessment: Grade 3: 33.3%; Grade 4; 28.4%; Grade 5: 11%; Grade 6: 26.6%; Grade 7: 53%; Grade 8: 33.7%.

The aggregated data above indicates a total of 35% of students tested scored below level 3.

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,

Students who scored in the bottom third on the 2012 NYS mathematics exam will be targeted for academic intervention services.

AIS will be provided to identified students as follows:

-middle school teachers will provide small group mathematics instruction during their administrative periods;

-students will be encouraged to attend the after school tutorial program;

-resource and F status teachers will provide individualized instruction to targeted students;

-period nine classes will be organized to target intervention to the students in the bottom third.

Teachers will be provided with a mathematics common core pacing calendar for more effective instruction; school created assessments aligned with the pacing calendar will be used to measure student achievement.

Envisions, a mathematics program aligned with the common core standards, will be implemented in the elementary grades.

Supervisors will conduct observations to assess the implementation of the new math program, Envisions.

A series of professional development sessions will be conducted to support the new mathematics program.

Supplemental materials in mathematics will be provided to reinforce the common core standards.

Daily assessments which are analyzed and documented will be used to drive instruction.

F-status AIS teacher will work with small groups of students identified in need of academic intervention in grades 6-8.

Resources used in the classroom include:

Envision Math with Common Core Curriculum: grades K-5

- b) key personnel and other resources used to implement these strategies/activities,

Staff developers will provide ongoing support to classroom teachers in the preparation of mathematics activities and materials in the analysis of data;

A full time SETTS teacher will provide differentiated instruction to identified at-risk students on a daily basis;

Staff developers and middle school teachers will provide academic intervention to both elementary and middle school students identified as in need of small group instruction October through May;

Teachers in the after school tutorial program will administer benchmark tests to determine mastery of skills.
Academic intervention providers will maintain checklists to indicate the mastery of common core standards;
School made benchmark assessments will measure the mastery of common core standards as indicated on the pacing calendars;
Agendas and attendance rosters from professional development sessions will be maintained.
Period nine teachers will maintain progress folders to indicate the level of proficiency of their students;
Agenda and attendance sheets from parent workshops will be maintained.
Teachers in the after school tutorial program will administer benchmark tests to determine mastery of skills.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers will participate in weekly collaborative inquiry meetings to review student work and analyze data to better plan for instruction and meet the needs of the students;
Grade conferences will be conducted on a monthly basis to review the results of periodic assessments to better inform and differentiate for instruction.
Administrators will meet with teachers on a monthly basis to review and assess the effectiveness of the application of the components of *Danielson's Framework for Teaching*.
Supervisors will conduct frequent cycles of informal observations to assess the effectiveness of the components of mathematics instruction.
- d) timeline for implementation.
After school programs held once a week for one hour will deliver instruction in mathematics to students identified as in need of small group instruction
Period nine, held twice a week for 50 minutes each session for students in grades 4 through 6 will provide small group instruction in mathematics for homogeneously grouped students.
Daily classroom instruction will be delivered.
Academic intervention services will be provided three times a week to students identified as in need of AIS.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be conducted to better enable parents to support the achievement of their children.
Supplemental materials purchased with Title 1 funds will be distributed to parents for reinforcement and practice of literacy skills during the summer months.
Family Cultural Passes will be purchased with Title 1 funds for parents to use with their children at city cultural institutions.
Information and instruction for parents in the use of the ARIS online program will be provided through School Leadership Team meetings, Parent Association meetings, and specially scheduled workshops.
A website is in place that allows families access to information about instructional practices and activities in each classroom.
The Parent Coordinator will facilitate community based events and competitions that promote literacy and engage parents in the educational process.
The Parent Coordinator will facilitate the acquisition of library cards for all students.
Staff Developers will conduct parent workshops for the Scholars Program to empower parents with the strategies that will enable them to nurture their intelligence;
Parent Coordinator established list serve email communication to update and inform parents of school-wide activities and initiatives, as well as serving as a communication tool for parents to reach out via email to Parent Coordinator;
The utilization of JUPITER, an online communication tool that allows teachers to communicate directly with parents about their individual child's progress will strengthen the home school connection.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title 1, Contract for Excellence, AARA and Tax Levy allocations are used to fund necessary teaching positions, purchase instructional supplies, support after school programs, enable professional development, and allow for the addition of F status personnel to address both the needs of all students and to focus on students in need of academic intervention.

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

By June 2013, teachers in grades PK-5 will have implemented two units of study in both ELA and mathematics that are common core aligned, and teachers in grades 6-8 will implement two units of study in ELA, mathematics, social studies and science that are common core aligned, as measured by the collection and review of lesson plans, observations, and collaborative inquiry teams' weekly planning sessions.

Comprehensive needs assessment

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

The citywide instructional expectation for 2012-2013 is that students experience common core aligned instruction across subjects.

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,

Professional development activities will be planned and conducted to provide teachers with models that will better enable them to plan aligned units of study.

A school wide pacing calendar for writing will enable teachers to address the core curriculum writing standards within their units of study.

The weekly collaborative inquiry teams will use the Understanding by Design template to create and design learning units by grade level and subject area.

Test readiness activities and the ELA curriculum maps will be aligned with the standards for each unit of study.

Writing samples will be collected to document current units of study.

Lesson plans will be reviewed to monitor the alignment of the core curriculum.

Formal and informal observations will be made to monitor the delivery of instruction for the curriculum units.

ELA teachers will administer a Writing On Demand assessment at the completion of each common core unit to measure student achievement.

- b) key personnel and other resources used to implement these strategies/activities,

Classroom inter-visitations to observe best practices.

Staff developers will conduct workshops on common core.

Teachers will meet weekly in inquiry teams to develop and units of study and look at student work.

Documents and templates distributed at professional development sessions will be maintained.

Writing samples will reflect the skills indicated on the pacing calendars.

The implementation of the learning units created by the collaborative inquiry teams will be documented through administrative supervision.

Lesson plans and observations will document the units of study for each of the subject areas.

Writing On Demand assessments will be scored with teacher created rubrics.

Formal and informal observations will be conducted

Data analysis meetings with administration and staff developers are held monthly.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will participate in weekly collaborative inquiry meetings to review student work and analyze data to better plan for instruction and meet the needs of the students;

Grade conferences will be conducted on a monthly basis to review the results of periodic assessments to better inform and differentiate for instruction. Administrators will meet with teachers on a monthly basis to review and assess the effectiveness of the application of the components of *Danielson's Framework for Teaching*.

Supervisors will conduct frequent cycles of informal observations to assess the effectiveness of the components of mathematics instruction. Data analysis meetings with administration and staff developers are held monthly.

d) timeline for implementation.

Daily classroom instruction will be delivered

Weekly collaborative inquiry teams meetings will take place

Formal and informal observations by administration will be ongoing

Classroom inter-visitations will be ongoing.

Monthly grade meetings.

Monthly Faculty conferences.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops will be conducted to better enable parents to support the achievement of their children.

Supplemental materials purchased with Title 1 funds will be distributed to parents for reinforcement and practice of literacy skills during the summer months..

Information and instruction for parents in the use of the ARIS online program will be provided through School Leadership Team meetings, Parent Association meetings, and specially scheduled workshops.

A website is in place that allows families access to information about instructional practices and activities in each classroom.

The Parent Coordinator will facilitate community based events and competitions that promote literacy and engage parents in the educational process.

The Parent Coordinator will facilitate the acquisition of library cards for all students.

Staff Developers will conduct parent workshops for the Scholars Program to empower parents with the strategies that will enable them to nurture their intelligence;

Parent Coordinator established list serve email communication to update and inform parents of school-wide activities and initiatives, as well as serving as a communication tool for parents to reach out via email to Parent Coordinator;

The utilization of JUPITER, an online communication tool that allows teachers to communicate directly with parents about their individual child's progress will strengthen the home school connection.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title 1, Contract for Excellence, and Tax Levy allocations are used to fund necessary teaching positions, purchase instructional supplies, support after school programs, enable professional development, and allow for the addition of F status personnel to address both the needs of all students and to focus on students in need of academic intervention.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Within the classroom, teachers differentiate instruction. The following programs are implemented daily during the school day in small group instruction: <i>Mastering the Standards grades 3-8</i> is aligned with the Common Core Learning Standards, and provides guided and independent practice in writing activities. <i>Critical Reading</i> is customized to the New York State ELA Common Core Learning Standards, and helps students improve critical reading skills in both fiction and non-fiction.	Daily classroom instruction during the day.	During the day
	<i>Buckle Down to the Common Core Standards</i> is used for test prep .	Daily small group and classroom instruction.	During the day
	<i>New York Common Core Learning Standards Strategies to Achieve Reading Success (STARS)</i> is delivered in an afterschool remediation program once a week in small group instruction. This program teaches essential comprehension strategies and skills that will help students	Once a week small group afterschool for one hour.	Afterschool

	<p>become successful readers.</p> <p>The <i>NYCCLS Strategies to Achieve Reading Success</i> Program is delivered weekly during extended day, for fifty minutes in small group instruction. Common Core Learning Standards writing tasks are used during this time to develop and reinforce language arts skills.</p> <p><i>The Blue System Fountas and Pinnell</i> program for students in grade 3 is used during the day</p>	<p>Twice weekly during small group instruction for 50 minutes each session. Grades 4-6.</p> <p>Daily in small groups.</p>	<p>Afterschool</p> <p>During the day.</p>
Mathematics	<p>Within the classroom, teachers will differentiate instruction to meet the needs of the students.</p> <p><i>Buckle Down to the Common Core Standards</i> is used for test prep.</p> <p>In-house assessments periodically administered.</p>	<p>Daily classroom instruction</p> <p>Daily small group instruction and classroom instruction.</p>	<p>During the day.</p> <p>During the day.</p>
Science	<p>Within the classroom, teachers will differentiate instruction to meet the needs of the students.</p> <p><i>The Content Reading in Social Studies and Science</i> published by Continental Press is delivered daily during the school day in small group instruction. This program consists of in-depth articles about curriculum related issues in Science.</p>	<p>Daily classroom instruction</p>	<p>Daily during the day.</p>
Social Studies	<p>Differentiated instruction.</p> <p><i>The Content Reading in Social</i></p>	<p>Daily classroom instruction.</p>	<p>During the day.</p>

	<p><i>Studies and Science</i> published by Continental Press is delivered daily in small group instruction. This program consists of in-depth articles about curriculum related issues in Social Studies.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The guidance counselor works with students in small groups and individual settings one to two times a week for 30 to 40 minute sessions. Strategies are implemented to help students improve their academics, their self-concepts, to take pride in their work and achievement, to accept mistakes and to develop an understanding of how to learn from these mistakes.</p>	Daily	During the day
	<p>A full time SAPIS counselor meets with students identified by their teachers in small groups one to two times a week for 40 minutes.</p>	Daily	During the day
	<p>The school psychologist meets with students on an as needs basis through teacher recommendation and parent request.</p>	Daily	During the day
	<p>The social worker meets with students weekly on an individual basis to help them deal with emotional problems that interfere with their learning process</p>	Daily	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The administration in collaboration with human resources will make every effort to insure that every classroom/program has a highly qualified teacher.

Teachers will be offered opportunities to attend workshops, conferences, professional seminars, and college courses to be funded by Title 1 set aside funds and other available grants.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;
- conduct parent workshops for the Scholars Program to empower parents with the strategies that will enable them to nurture their intelligence;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- Parent Coordinator established list serve email communication to update and inform parents of school-wide activities and initiatives, as well as serving as a communication tool for parents to reach out via email to Parent Coordinator;
- 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 throughout the school year;
- 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;
- strengthening the home school connection through the utilization of JUPITER, an online communication tool that allows teachers to communicate directly with parents about their individual child'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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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;
- Implementation of Scholars Program in grades one through four;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Cool Culture program for families of students in grades pre-kindergarten and kindergarten to visit cultural institutions throughout the five boroughs for free;

- 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;
- Utilization of JUPITER to enable parents to have access to their child's academic progress, as well as to communicate with child's teacher;
- 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;
- school based website affords parents further access to school wide events, academic programs and initiatives;
- parents access to email school staff through school website;
- 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;
- provide opportunities for grade eight students to earn service credit by performing school based community service;
- middle school student collaborate with lower grade students to support academic achievement;
- 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
2012-13**

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 Richard Gallo	District 18	Borough Brooklyn	School Number 066
School Name type here			

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

Principal Lucille Jackson	Assistant Principal Mohamed Khan
Coach Rena Varela	Coach Rose Naccarato
ESL Teacher Rochelle Honigsfeld, S. Radow	Guidance Counselor usanLisa Richardson
Teacher/Subject Area	Parent Arlene Jobe
Teacher/Subject Area Julie Yarimi/SETTS	Parent Coordinator Anthony Baker
Related Service Provider Yolanda Clark/Speech	Other M. Faustin/Translator H/C
Network Leader Richard Gallo	Other K. Hottenstein/ Spanish

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

D. School Demographics

Total number of students in school	768	Total Number of ELLs	12	ELLs as share of total student population (%)	1.56%
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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](#)

PS/IS 66 has a population of 768 students which includes 12 English Language Learners, 1.56% as share of Total Population percent, whose primary language is other than English. The languages spoken by those students at home are Creole Haitian, Chinese, French, Fulani and Spanish. We have 1 beginner, 1 intermediate, and 10 advanced students. Two certified ESL teachers provide small group (pull out) instruction to ELL students. The Language Allocation Policy Team is supported by the CEN 604 and is composed of the following members:

Lucille Jackson, Principal;

Richard Gallo, Network Leader; Mohamed Khan, Assistant Principal; Rena Varela, Coach;

Rose Naccarato, Early Childhood Coach;

Lisa Richardson, Guidance Counselor;

Julie Yarimi, teacher, Yolanda Clark, Speech, Susan Radow, ELL, Rochelle Honigsfeld, ELL

Arlene Jobe, PA President, and

Anthony Baker, Parent Coordinator.

Two certified ESL teachers, Rochelle Honigsfeld and Susan Radow, conduct the initial screening process within a period of ten school days. Students who are new to the system are identified based on their HLIS (Home Language Information Survey) and an informal oral interview in English or in the native language is conducted. Spanish speaking students are administered the LAB in Spanish to determine which language is dominant. All Spanish speaking new entrants who score at or below the cut scores on the Lab-R must be administered the Spanish Lab in order to determine language dominance for instructional planning. If a translator is required ICI provides support. Students whose home language is other than English receive the LAB-R test to determine their eligibility for ELL related services. If they are eligible, parents are informed of the choices of Bilingual, Transitional and ESL services offered by the NYSED through parent entitlement letters, survey and program forms and orientation meetings. Entitlement letters are distributed to the students to bring home to their parents. In orientation meetings parents have the opportunity to view an ESL DVD and receive ESL materials. The letters and forms are distributed to the students' ATS teacher who is responsible for collecting returned forms. Returned forms are given back to the ESL provider and copies are retained in the ESL classroom and stored in the assistant principal's office. Parent Survey and program selection forms are also sent home with the student and returned surveys are maintained by the ELL teachers and assistant principal. PS/IS 66 offers a free standing ESL program. Parents who are interested in other programs are referred to the ICI. To date, one hundred percent of the parents have opted to keep their children in our free-standing pull out/push in program.

The ATS report (NYSELAT eligibility roster, RLER, is used to determine which students are eligible for the NYSELAT. Identified students are administered the four components which include reading, writing, speaking and listening. Once in the program, students must take the NYSELAT in the spring. The results are used to determine the student level as beginner, intermediate, advanced or proficient. As a pattern for proficiency in the 4 modalities we have seen that the first skill mastered by students is speaking, followed by listening, reading and lastly writing. The following information identifies the number of ELL's in each language group:
 Spanish — Six students (two in kindergarten, one in grade one, one in grade three, one in grade five and one in grade eight)
 Haitian Creole — One student (one in grade two)
 French — Three students (one in grade two, and two in grade three)
 Chinese — One student (one in grade two)
 Other - One student (one in grade six)

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	1	2	4	0	1	1	0	1	0	0	0	0	12
Total	2	1	2	4	0	1	1	0	1	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	10	Special Education
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)
				1

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

ELLs by Subgroups										
	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	10	0	0	1	0	0	1	0	0	12
Total	10	0	0	1	0	0	1	0	0	12

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

The instructional program for English Language Learners is consistent with CR Part 1.54 guidelines for time allocation of 2 units to beginners and intermediate. Mini lessons, modeling and conferencing are used to explicitly teach a skill and or strategy. Our program strives to raise the standards of all ELL students in a free standing ESL program.

As an implication for language acquisition, all units of ESL instruction for ELLs will be based on content area and during the pull-out sessions students will be supported through the use of strategies as outlined in the comprehensive approach to balanced literacy and comprehensive approach for mathematics. Focus will be on reading, writing, listening, comprehension and speaking as the five standards for ESL instruction are followed. Literacy, math, social studies and science are taught through connections with language development.

The following materials and strategies are used for effective instruction: Materials and Strategies

Treasures Reading Anthology (and guided readers K-5)

Treasures Supplemental ESL Activities (K-5)

Class Novels

Glencoe Reading Anthology (and independent readers/class novels 6-8) Glencoe Supplemental ESL Activities (6-8)

McMillan/McGraw Hill Math Supplemental ESLactivities (K-5)

New York Science (K-8)

Creating America (K-8)

Dept. of Ed. Units of Study Social Studies Trade Books

Small group instruction Graphic organizers Hands on activities Integration of visual arts

Best Practices in Reading (K-5)

Conferencing

Peer Tutoring

Hands on activities/gamesMulticultural literature

Use of multimedia materials

Kinesthetic activities/TPR

A. Programming and Scheduling Information

Integration of technology

Use of manipulatives

Integration of music

Independent/group work

Listening/Speaking activities

Language instruction is aligned to ESL and ELA learning standards. P.S./I.S. 66 acknowledges the importance of integrating both language and content. Content area instruction is supported by the acquisition of instructional materials aligned to the standards and through the development of themes and content topics.

Instructional strategies for ELL-SWDs include the use of audio visual aides, maps, hands-on activities, multicultural literature.

Comprehensive literary approach includes independent writing, word study, guided, shared and independent reading. Resources used for Level 4 and 5 include "English, Yes. Levels A,C, and E use "Just right Reading" and Levels A, B. and C include " Best Practices in Reading" and Exploring Idioms in English". We do not have students that qualify as SIFE. The instructional plan for students who receive ELL services for 4 to 6 years includes all resources and strategies listed above as well as scaffolded instruction and small group AIS instruction. Communication between the ELL teachers and the classroom teachers is ongoing to ensure academic rigor.

The ESL teachers will meet with staff developers, teachers and supervisors, as well as with related services staff, to plan and design instruction for ELLs. Presently we have no SIFE students.

All classes are heterogeneously grouped and classes travel together as one group. Students in grades three and four departmentalize in math and English Language Arts. Students in grades five through eight departmentalize for all their core classes and enrichment courses. Students who are deficient in writing are helped using the pull-out model for small group instruction. Computer assisted instruction as well as audio and video is used to foster achievement. The proficiency level of entitled students is determined by using the NYSELAT Exam history Report, RLAT. ESL providers determine the proficiency levels and develop a schedule that ensures the appropriate amount of instructional minutes. Advanced students receive 180 minutes and intermediate and beginner students receive 360 minutes. Each balanced literacy block is broken up into the following components: mini lesson, guided/independent work, closure.

Newly enrolled ELLs meet with administration, members of the School Based Support Team to become acclimated to the school community. Classroom teachers assign a class buddy/mentor to provide smooth transition. Newly enrolled ELLs who achieve proficiency on the LAB-R may be given a transition letter or remain in the freestanding ESL program at the parent's request. Newly enrolled ELL's who are not proficient as indicated on the LAB-R are given a Continued Entitlement letter.

Students who achieve at or above English proficiency on the NYSELAT are not eligible for ELL services however transitional supports are implemented by the classroom teachers. Supports include continued collaboration with the ESL provider for best practices, peer tutor, conferencing, small group instruction, medial and interim assessments. Parents are informed of student progress.

Students who are identified as long term ELLs will be provided with additional instructional time in literacy and get small group instruction and push-in services. Classroom teachers informed which of their ELL students have an IEP and what special needs they may have accommodations and differentiates instruction are made according to their needs.

Courses Taught in Languages Other than English

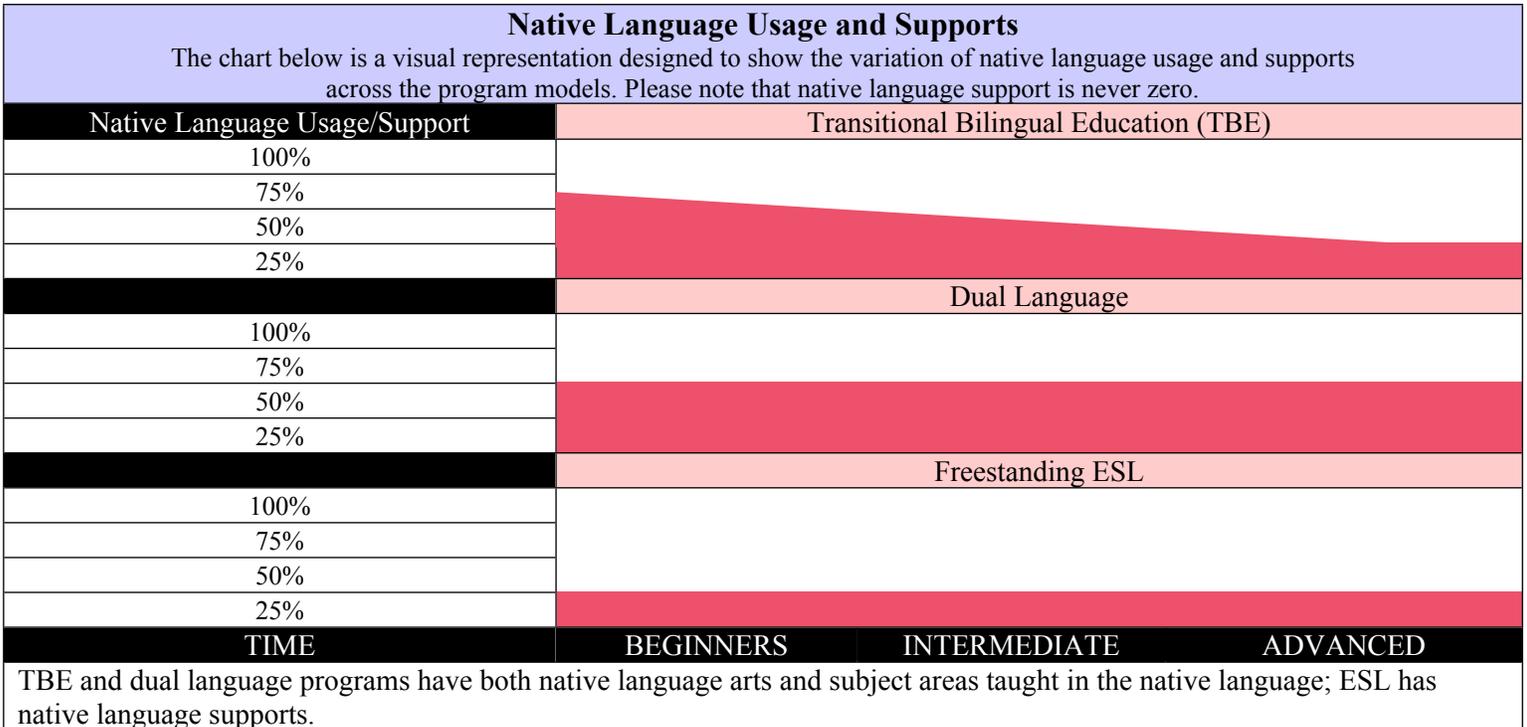
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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?

The ESL teachers will meet with staff developers, teachers and supervisors, as well as with related services staff, to plan and design instruction for ELLs. The plan for SIFE (Students with Interrupted Formal Education) is to re-evaluate their needs upon reentry. All classes are heterogeneously grouped and classes travel together as one group. Students in grades three and four departmentalize in math and English Language Arts. Students in grades five through eight departmentalize for all their core classes and enrichment courses. Students who are deficient in writing are helped using the pull-out model for small group instruction. Computer assisted instruction as well as audio and video is used to foster achievement.

Newly enrolled ELLs meet with administration, members of the School Based Support Team to become acclimated to the school community. Classroom teachers assign a class buddy/mentor to provide smooth transition. Newly enrolled ELLs who achieve proficiency on the LAB-R may be given a transition letter or remain in the freestanding ESL program at the parent's request. Newly enrolled ELL's who are not proficient as indicated on the LAB-R are given a Continued Entitlement letter.

Students who achieve at or above English proficiency on the NYSELAT are not eligible for ELL services however transitional supports are implemented by the classroom teachers. Supports include continued collaboration with the ESL provider for best practices, peer tutor, conferencing, small group instruction, medial and interim assessments. Parents are informed of student progress.

Students who are identified as long term ELLs will be provided with additional instructional time in literacy and get small group instruction and push-in services. Targeted interventions for math include hands on activities to tell time, count money, add, subtract and multiply. Social Studies interventions include the development of map skills, use of audio visual aides in content area instruction and the use of multicultural literature. Social Studies and Science content area instruction is supported by instructional materials aligned to the standards through the development of themes and content topics and hands on activities.

ELLs who are identified at risk or who have special needs are evaluated by the SBST with the parent's approval to determine what other services are needed. Service for ELLs who also receive Special Education services are provided in accordance with students' individual Education Programs. To ensure equal access to all students all classroom teachers are notified of all programs that students may be eligible to apply for (eg. Student Council, Service Squad etc.) After school tutorial programs are offered to students in grades three through eight in math and ELA.

All classes are taught in English. Students' native languages are not used in instruction or assessment. All elements of balanced literacy are incorporated into the instructional program, which include manipulatives, visual aids, books on tape, videos, computers, smartboards, laptops, lcd projectors, overhead projectors, listening centers, charts, and field trips to enable our ELLs reach the standards. ELLs are administered the English Periodic Assessment. The administration conducts data meetings to analyze the results from each assessment in order to better inform instruction and target the needs of all students including Ells. As a result of data analysis, the school community has learned that vocabulary, comprehension and inferencing skills require further development for ELLs. Lesson plans document differentiated strategies and flexible groups to address these specific targets. Native language support is delivered in each program model through a buddy system whereby students of similar language work together in their native tongue.

We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level. According the the NYSESLAT exam history report, thirty to forty percent of the ELL population test out'of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year. Students in grades six through eight Take Spanish as their language elective.

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

Professional development opportunities are offered to teachers, guidance counselors, school based support personnel and paraprofessionals throughout the year. Topics include, but are not limited to English Language Arts, the writing process, Mathematics, Science, Social Studies, analyzing student work/data, the arts, socialization and character, multiple intelligences and differentiated instruction, etc. ESL strategies to address the needs of our ELL population are embedded into all workshops. ESL teachers attend network, citywide and national conferences and trainings to keep abreast of current ESL trends as well as workshops provided by the office of ELLs. Those workshops include ESL and data analysis, differentiated instruction for ELL's, tiered instruction, reading and writing strategies for ESL teachers, etc. The ESL teachers are ESL certified, and related services and mainstream teachers are certified in their areas. All school staff are provided with ongoing professional development opportunities (a minimum of 7.5 hours) at grade conferences, faculty conferences, and workshops that enable them to increase ELL student achievement. Professional development opportunities include but are not limited to understanding the Home Language Identification survey HLIS and ESL placement, a review of the ESL program, modifications for ELLs strategies for teaching ELL's in the mainstream classes, appreciating the different cultures and languages in the school and how to best support ELL's in rigorous academic tasks through scaffolding and bridging techniques. Attendance documentation is maintained by administration. Intra-visitations and collaborative meetings between classroom teachers and ESL providers serve to observe best practices and provide smooth transition from one school level to another. The 7.5 hours of ELL training is conducted through faculty conferences held during the day, professional development workshops and on collaborative team meetings held on Wednesday afternoons. Records of these activities are maintained in an administrative binder in the principal's office.

E. Parental Involvement

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

The Parent Coordinator collaborates with the School Based Support Team and the Parent Association to plan and implement workshops and volunteer opportunities for parents including parents of ELLs. Teachers involve parents through parent teacher conferences, classroom visitations, parent/student academic activities, and field trips. Community based organizations that support parent involvement include: The Friends United Block Association, Chase Bank, NYU Parent Corps and Bridges. A parent needs survey evaluates the needs of the parents and enables the school to plan accordingly. Parents have participated in activities that include but are not limited: Student assemblies, Spelling Bees, Concerts, Basketball Team, Senior Day, Fall Family Fun Carnival, March of Dimes Fund Raiser, Movie Night, Field Trips, and Bake Sales.

Upon completion of the home language identification survey, parents attend orientation workshops that help them understand the different options provided by the NYCDOE. The Parent Coordinator maintains parent communication throughout the year to inform parents of school based workshops that enable them to get involved in and meet the needs of their children. Translation services are available for workshops, phone and personal conferences.

Parents have been involved in identifying barriers to greater participation in parental involvement activities with particular attention to parents who are economically disadvantaged, have limited English proficiency or disabled. Their findings will help design strategies for the effective parental involvement in this school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P			1										

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

The assessment tools that are used by the staff include, but are not limited to the following: ECLAS, Fontes & Pinnell, DRA, TCRWP, Treasures Leveled reading libraries and workbooks. Teachers conference throughout the year with individual students to determine the student's current reading level. Running records are used to determine fluency, reading comprehension and retelling skills. Using these assessment tools, teachers are able to gain insight into the strengths and attach/submit charts. This form does not allow graphics and charts to be pasted.

Teachers assess the weaknesses of their students and group them according to current ability. This also informs the delivery of instruction and allows for differentiation using flexible grouping. The trends show that ELL students benefit from this flexible grouping, differentiation and small group instruction. This data is used as formative assessment throughout the year to enable teachers to determine next steps and drive instruction. 2012 NYSELAT results indicates that the majority of students are weakest in the reading/writing modality. Teachers will use test results to conference with students and parents. Students in grades four through six also benefit from small group instruction during period nine, extended day. ELLS take tests in English and not in their native language in all content areas. Students receiving ESL services must take the NYSELAT in the spring. The results are used to determine the students' level as beginner, intermediate, advanced, or proficient. An analysis of the 2012 NYSELAT results are used to help form groups to ensure that ELL's receive differentiated instruction for English language acquisition and to maximize the support needed in different modalities. As a pattern for proficiency in the four modalities we have seen that the first skill mastered by students is speaking followed by listening, reading and lastly writing. The 2012 NYSELAT has shown the need to focus our instruction for our ELL students on improving their reading and writing skills. Periodic assessments will be administered to all ELLS throughout the year. An analysis of the 2012 NYSELAT results are used to help form groups to ensure that ELLS receive differentiated instruction. The modality patterns identified are shared with teachers whose classes contain ELL students. Based on the information from teachers, student assessments, conferences with ESL teachers, classroom teachers, parents, and support staff, our ESL program benefits our students and increases student achievement.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: <u>18K066</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lucille Jackson	Principal		12/17/12
Mohamed Khan	Assistant Principal		12/17/12
Anthony Baker	Parent Coordinator		12/17/12
Rochelle Honigsfeld	ESL Teacher		12/17/12
Arlene Jobe	Parent		12/17/12
William Fiquet/Technology	Teacher/Subject Area		12/17/12
Julie Yarimi/ SETTS	Teacher/Subject Area		12/17/12
Rena Varela	Coach		12/17/12

School Name: _____

School DBN: 18K066

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rose Naccarato	Coach		12/17/12
Lisa Richardson	Guidance Counselor		12/17/12
Richard Gallo	Network Leader		12/17/12
K. Hottenstein	Other <u>Teacher</u>		12/17/12
M. Faustin	Other <u>Translator</u>		12/17/12
Susan Radow	Other <u>ESL Teacher</u>		12/17/12
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **18K066** School Name:

Cluster: **6** Network: **604**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

Home Language Identification Surveys and parent teacher conferences are used to determine what translation services are needed. According to our data, 6 families speak Spanish, 1 family speaks Chinese, 1 family speak Haitian Creole, 3 families speak French and 1 family speaks Falani. The data indicates that translation and interpretation is predominantly needed in Spanish.

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.

School based written communication is available in translation. School based and or district interpreters are available for teacher parent conferences, workshops, school meetings such as Parent Association and assemblies. The Parent Coordinator reports additional findings to the school community. At the beginning of every school year the parent coordinator receives a list of ELL students and the language spoken in the home. He then contacts the parents and asks what language they would like to receive school notifications. Parents are then sent school notices in their language of choice.

Part B: Strategies and Activities

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

Documents that are not available from the website are translated by in house school staff and or outside providers. All parents of ELL students receive the Parents Bill of Rights, interpretation notices and safety plan procedures at the beginning of each school year. All other parent communication is distributed to all parents at the same time.

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.

Oral interpretation is provided by school personnel and or outside interpreters as needed. Such support enables parents to integrate education into family and home activities. The current language status of each family is maintained in the ATS system.

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>.

Parents of English Language Learners will be notified of all opportunities that relate to programs and services of their child's education. The Chancellor's Regulations will be distributed to parents in their home language and informative workshops will be offered to parents. In addition, parents receive a copy of The Bill of Rights and Responsibilities, and languages available in translation are posted in the guidance office.