



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BREUCKELEN SCHOOL

DBN : 19K260

PRINCIPAL: KESHA HARRIS

EMAIL: KHARRIS6@SCHOOLS.NYC.GOV

SUPERINTENDENT: JOYCE STALLINGS-HARTE

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
Kesha Harris	*Principal	
Lynn Walsh	*UFT Chapter Leader	
Sonya Lottmore	*PTA President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Janice Hines-McLeod	Member/Teacher	
Roxanne Moody	Member/Teacher	
Eileen Tedeschi	Member/Teacher	
Venetta Hurley	Member/Teacher	
Kenya Wiltshire	Member/Parent	
Stacie- Ann Taylor	Member/Parent	
Edna Gurley	Member/Parent	
Dejauna Rollins	Member/Parent	

** 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

Annual Goal #1

- By June 2013, all classroom teachers will develop and engage students in two literacy units of study and two math units of study that will be aligned to the Common Core and that will be supported by a sequence of lessons which will culminate in a performance task.

Comprehensive needs assessment

- As identified in the Common Shifts in ELA/Literacy, students need to read a true balance of informational and literary texts and be able to use evidence from sources to inform or make an argument. We will design two cross-curricular literacy units that engage students in non-fiction reading and writing.

Instructional strategies/activities

Activity #1

Professional Development around the Common Core Learning Standards (Reading Informational Text Standards 1 and 10; Writing Standard 1; Speaking/Listening Standard 1; Language Standard 6).

- During common planning and teacher team meetings, teachers and the coach will integrate the Common Core Learning Standards with the Teacher's College Units of Study and the Everyday Mathematics Scope and Sequence.
- Teachers and the coach will identify supplemental materials and resources to support topics and skills that address Common Core Shifts in ELA/Literacy and mathematics.
- Student work will be analyzed to identify next steps for instruction.
- After school professional development sessions will address the implications of CCLS aligned literacy and mathematics instruction. These opportunities will be aligned to teacher needs and will provide opportunities for teachers to develop their conceptual knowledge.
- Instructional Leads attend Network PD and turnkey information during Grade Meetings and Inquiry Teams.

Target Population (s): All Teachers

Responsible Staff members: Principal, Coach, and Instructional Leads

Implementation timeline: September 2012 through June 2013

Activity #2

Teacher Teams design CCLS-aligned cross-curricular literacy units

- Instructional Leads attend Network PD. This PD guides their grade-level meetings to develop the tasks.
- Grade-level teams will use the scope and sequence to identify an engaging topic, resources, and strategies which address the identified Common Core Learning Standards for the unit.
- Teacher teams will design a task-specific rubric that aligns to CCLS.
- Instructional Leads receive feedback on the draft unit at their Network PDs. This feedback is used by the Grade-level teams to revise/finalize the unit and task.
- Teacher teams will collaboratively score the tasks and provide student feedback. Teachers will analyze student responses to inform instructional decisions and determine next steps based on areas of strengths and needs.

Target Population (s): All Teachers and Students

Responsible Staff members: Principal, Coach, and Instructional Leads, and All Teachers

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

- Parents are encouraged to read and discuss non-fiction texts with their child at home. Non-fiction magazines and articles are sent home in addition to texts borrowed from classroom libraries.
- During parent teacher conferences teachers will share samples of student work from the CCLS-aligned task.
- Parent Coordinator and Coach will provide ongoing workshops on home-based literacy strategies. Parent Coordinator will develop a monthly newsletter that will inform parents of some practices they can use to support their children.

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

- An instructional coach provides professional development, mentoring, coaching, and delivers model lessons. (Fair Student Funding and Title I 10% PD)
- Instructional Leads attend Network PDs during the school day (Title I)
- After School Professional Development around the Common Core Learning Standards and Unit Design (ARRA)
- An instructional coach provides professional development, mentoring, coaching, and delivers model lessons. (Fair Student Funding and Title I 10% PD)
- An AIS teacher will be hired part time to improve literacy skills. (Title I)
- An AIS teacher will push-into each class at least once a day during Math instruction
- NYSTL Software funds will be used to purchase the Go Solve program to address content aligned to the CCLS.
- NYSTL Software funds will be used to purchase the Study Island program to address content aligned to the CCLS.
- In addition to non-fiction classroom libraries, Time for Kids will be purchased to address the balance of informational and literary texts as identified in the Common Core instructional shifts.
- A consultant will be hired to assist teachers in the developing effective instructional practices. (Title I 10% PD)
- Reading A-Z resources for teachers will be purchased to supplement the Teacher's College curriculum. (NYSTL Software)
- Raz-kids will be purchased to provide on-line access to books on student's individualized levels for use in school and at home. (NYSTL Software)
- Leveled libraries will be purchased to develop skills and strategies during Literacy instruction. (Fair Student Funding)

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, students in Grades 4 and 5 will demonstrate academic progress towards achieving state standards as measured by a 3% increase in the number of students scoring levels 3 and 4 based on the 2013 New York State Mathematics assessment.

Comprehensive needs assessment

- The number of students achieving levels 3 and 4 on the New York State Mathematics assessment decreased by 8% from 2011-2012. In 2012 29% of the students scored at levels 3 and 4. We will increase the number of levels 3 and 4 by 3% from the previous year by aligning Math instruction to the work teachers are engaging in with the Common Core Learning Standards.

Instructional strategies/activities

Activity #1

Align Mathematics instruction to the NYS Common Core Learning Standards

- During common planning and teacher team meetings, teachers and the coach will integrate the Common Core Learning Standards with the Everyday Math Curriculum.
- Teachers and the coach will identify supplemental materials and resources to support topics and skills that are not fully covered by the Everyday Math Curriculum, yet are addressed in the Common Core Learning Standards.
- In addition to the two CCLS-aligned math units of study required by the Citywide Instructional Expectations, teachers will collaborate to design and implement a performance-based math task after each unit of study.
- Student work will be analyzed to identify next steps for instruction.
- After school professional development sessions will address the implications of CCLS-aligned math instruction. These opportunities will be aligned to teacher needs and provide embedded opportunities to develop their conceptual knowledge.
- A Problem of the Week will be implemented to engage students in academic discussions around CCLS-aligned multi-step math problems.

Target Population (s): All students in Grades 4 and 5

Responsible Staff members: Principal, Coach, and Teachers

Implementation timeline: September 2012 through June 2013

Activity #2

Additional targeted small group instruction

- Saturday Academy will be established to provide students with additional instructional time focused on targeted skills and mathematical thinking.
- The AIS Teacher will push-in to each classroom to facilitate additional small-group instruction during the math block.
- The Extended Day session will provide additional instruction based on student needs.
- An After School Math Academy will be established to provide students with additional instructional time focused on foundational skills and writing in mathematics.
- The IEP/SETSS teacher and the AIS Teacher will host Math Clubs during lunch for Students with Disabilities to reinforce skills/strategies taught during their regularly scheduled SETSS period and/or Math Block.
- Instruction will be based on the information gleaned from the item skills analysis for the 2012 NYS Mathematics assessment, benchmark assessments,

student's performance on the tasks and Acuity assessments.

Target Population (s): All Students in Grades 4 and 5

Responsible Staff members: Principal, Coach, and Teachers

Implementation timeline: September 2012 through June 2013

Activity #3

Professional Development for teachers of Students with Disabilities

- The coach serves as a mentor to support the Special Education Teacher with additional instructional strategies. The coach also supports the integration of the CCLS during common planning.
- After school professional development sessions address strategies for teaching Math to Students with Disabilities. These opportunities are aligned to teacher needs and provide embedded opportunities to develop their conceptual knowledge.

Target Population (s): Teachers of Students with Disabilities

Responsible Staff members: Principal and Coach

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

- During parent teacher conferences teachers will share samples of student work as related to mathematics instruction.
- Parent Coordinator and coach will provide ongoing workshops on home-based math strategies.
- Parent Coordinator will provide ongoing ARIS parent link training to parents throughout the school year.
- Parent Coordinator will do outreach to ensure that students attend the afterschool and Saturday programs.
- Parent Coordinator will develop a monthly newsletter that will inform parents of some practices they can use to support their children.
- Parents will be invited to attend workshops that are created to increase their understanding of the CCLS math standards and instructional shifts.
- Parents will be invited to attend a workshop that will inform them of the changes that were made to the math tests and parents will be given tips on how to assist their children with math at home.

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.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- An instructional coach provides professional development, mentoring, coaching, and delivers model lessons. (Fair Student Funding and Title I 10% PD)
- An AIS teacher will be hired part time to improve mathematics skills. (Title I)
- NYSTL Software funds will be used to purchase the Study Island program to address content aligned to the CCLS.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, the Principal will conduct 4 short frequent observations of each teacher using Danielson Framework of Teacher Effectiveness as evidenced by providing teachers with timely and specific written feedback.

Comprehensive needs assessment

- To improve teaching practices, teachers must receive constructive, meaningful feedback with regard to the delivery of instruction, assessments and classroom management.

Instructional strategies/activities

Activity #1

The Principal will establish clear expectations for pedagogy based on a research-based rubric of practice. The Principal will engage in cycles of teacher observation and will provide timely and specific feedback to teachers.

- Grade meetings and faculty conferences will be used as a venue to discuss the three components of the framework that are being targeted (Domain 1e; Domain 3b and Domain 3d).
- The administrator will use the self-reflection sheets from the Framework for Teaching to engage teachers in conversations about their professional practice.
- The administrator will provide teachers with immediate verbal and written feedback after each snapshot that is focused on a specific component of specific components.
- The coach and Network support staff will model effective teaching practices.
- Teachers will create goals that are based on the Framework for Teaching and discussions around goals will take place 3 times a year.
- In the building and outside of the building intervisitations will be done so that teachers are exposed to effective teacher practices.
- Teachers will engage in two Professional Development sessions on each of the following components:
 - Designing Coherent Instruction 1e
 - Using Questioning and Discussion Techniques 3b
 - Using Assessment in Instruction 3d
- Principal will use extended cabinet meetings to support the coach in her support of teachers with implementing elements of the framework into their teaching practices.
- Coach will use the framework as a resource to support and mentor the new teacher.

Target Population (s): All Teachers

Responsible Staff members: Principal, Coach, and Network Staff

Implementation timeline: September 2012 through June 2013

Activity #2

The Principal will establish clear procedures for ensuring that all teachers are exposed to components 1e, 3b and 3d of the Framework for Teaching .

- Principal will create goals for improving teacher effectiveness, evaluate progress, and make changes where necessary by providing specific, actionable, time-

bound feedback to teachers.

- Principal will draft a schedule to ensure all teachers are observed multiple times.
- Principal will document feedback and conversations had with teachers.
- Principal will be create logs of assistance for teachers.

Target Population (s): All Teachers

Responsible Staff members: Principal

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

Parent workshops will be offered by the principal to discuss the expectations of school staff and the academic progress of their children.

The Principal will use PTA meetings to discuss how teachers are making progress towards teacher effectiveness.

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

Prep coverage and per session will be used to meet with teachers to discuss specific feedback and steps for instructional improvement

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2013, 75% of the students will read on or above grade level in reading as determined by the Teacher's College Running Record Assessment.

Comprehensive needs assessment

- In September 2012, 58% of the students were on or above grade level in reading as determined by the Teacher's College Running Record Assessment.

Instructional strategies/activities

Activity #1

Implementation of School-wide reading initiatives

- A book of the month will be instituted to enable school-wide shared reading and discussions around a common text.
- Coach and consultant will collaborate with classroom teachers to enhance Literacy instruction based on individual teacher needs, including model lessons.
- In addition to the reading that is done during the daily Literacy block, the school will establish one period a week (50 minutes) of Drop Everything and Read time.
- The school community will celebrate reading milestones, such as hosting special events for students who are on track for reading 25 or more books in the school year.
- A non-fiction library will be established to provide additional resources for student and teacher use.
- Teachers, coach and Principal meet on an ongoing basis to assess the effectiveness of the established reading initiatives and initiatives are altered based on findings.
- Classroom teachers will identify monthly recipients of Reading awards, which will be based on student participation and reading progress.

Target Population (s): All Teachers

Responsible Staff members: Principal, Coach, and Instructional Leads

Implementation timeline: September 2012 through June 2013

Activity #2

Implementation of a school-wide RTI plan

- A diagnostic assessment will be administered using a school developed diagnostic assessment, which focuses on eight comprehension skills. The assessment will identify the strengths and needs of fourth and fifth grade students in ELA.
- Students who meet the criteria will receive AIS instruction throughout the week.
- To determine the effectiveness of the intervention, students will be assessed on an ongoing basis and interventions will be modified based on student's progress or lack thereof.
- A comprehensive menu of supplemental student support services will be provided outside of the regular school hours. These services include a Saturday Academy, a Monday after-school enrichment program and an afterschool program for students who were previously retained.
- The Extended Day session will be used to provide targeted small group instruction.

Target Population (s): All students in Grades 4 and 5

Responsible Staff members: Principal, Coach, and Classroom Teachers and AIS Teachers

Implementation timeline: September 2012 through June 2013

Strategies to increase parental involvement

- After Reading Assessments are done, teachers and the Principal will schedule a meeting for parents of students who are reading below grade level. At these meetings, parents will be given tips on how they can assist their child with reading at home.
- During parent teacher conferences, teachers will share samples of student work as related to literacy instruction.
- Parent Coordinator, Coach and Reading Consultant will provide ongoing workshops on home-based literacy strategies.
- Parent Coordinator will provide ongoing ARIS parent link training to parents throughout the school year.
- Parent Coordinator will do outreach to ensure that students attend the afterschool and Saturday programs.
- Parent Coordinator will develop a monthly newsletter that will inform parents of some practices they can use to support their children.
- Daily reading logs will be sent home with students and parents will be encouraged to view these logs as well as to have conversations with their children about the books they read

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:

American Recovery and Reinvestment Act (ARRA)

Service and program coordination

- Teachers are given ongoing Professional Development on conferring with students, unison reading and planning (ARRA)
- Instructional Leads attend Network PDs during and turnkey information learned to other teachers. (Title I and Fair Student Funding)
- Principal does frequent snapshots that focus on questioning, planning and assessments in instruction.
- Students are invited to attend a Saturday Academy for an hour and a half of ELA instruction. (Title I)
- Students are invited to attend an afterschool program that concentrates on ELA instruction. (Title I)
- A Drop Everything and Read period will be established

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	<p>Raz-Kids is used for our pull-out ELA intervention program for students in grades 4 and 5 and Reading A-Z is a program that is used during the afterschool program that targets students who were previously retained. These programs have in-depth lessons focusing on a variety of literacy strategies and levels that can be targeted to individual student needs. During Saturday Academy is an additional intervention program that targets students in grades 4 and 5. During this program, teachers use Ready NY CCLS books for small group instruction. Lessons are prepared to meet the individual needs of students. During Saturday Academy, teachers also focus on writing. Also, during the last part of the instructional day, students engage in center</p>	<p>The Academic Intervention Service Provider meets with small groups of students to provide targeted instruction in ELA for 100 minutes a week. These students were identified by the school's Response to Intervention (RTI) Universal Screener. All students who have been previously retained are invited to stay for a weekly afterschool program. Additionally, all students are invited to attend Saturday Academy, which provides targeted instruction to address the skills that students were deficient in as determined by the 2011-2012 NYS ELA item skills analysis Acuity and Predictive tests.</p>	<p>Services are provided during the school day, after school and on Saturdays from November through April.</p>

	activities that are created to address the skills students are deficient in.		
Mathematics	<p>Saturday Academy targets students in grades 4 and 5 who need support in CCLS aligned Math instruction. In addition to assisting students with computations, teachers will also focus on writing in Math. Teachers will use the workshop model to guide students through the grade-level content addressed in the Ready NY CCLS books. Additionally, Study Island is used for the afterschool Math program that IEP students are invited to attend. Study Island allows for differentiated instruction and practice based on individual student needs, while providing tools and resources for the teacher to provide small group instruction.</p> <p>Also, during recess, the IEP teacher and the AIS provider meet with small groups of students in grades 4 and 5 to review skills/strategies taught during the regular AIS period that students have not mastered.</p>	<p>The Academic Intervention Service Provider pushes into each classroom daily for one or more periods to assist the teacher and to provide additional small group instruction. Also, grade 5 students with IEPs are invited to attend an afterschool Math program one day a week and the IEP/SETSS teacher works with grade 5 students during lunch three days a week. Additionally, all students are invited to attend Saturday Academy, which provides targeted instruction to address skills that students were deficient in as determined by the 2011-2012 NYS Mathematics item skills analysis, Acuity and Predictive tests.</p>	<p>Services are provided during the school day, after school and on Saturdays in November through April.</p>
Science	<p>Repeated readings and additional scaffolding, such as graphic organizers, manipulatives and highlighting text features to build comprehension of texts</p>	<p>The Science cluster meets with small groups of students during the day, as needed, to address students' deficiencies in Science.</p>	<p>Services are provided during the school day.</p>

	are used. Additionally, Science content is infused into the AIS intervention program for ELA.		
Social Studies	Repeated readings and additional scaffolding such as graphic organizers, manipulatives and highlighting text features to build comprehension of texts are used. is used. Additionally, Social Studies content is infused into the AIS intervention program for ELA.	The Social Studies cluster meets with small groups of students during the day, as needed, to address students' deficiencies in Social Studies.	Services are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Support an emotionally safe environment. Identify emotional and social factors that impede students' performance.	The Guidance Counselor meets daily with a select group of at risk students to meet their social and emotional needs.	Services are provided during the school 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

Recruiting and Retaining High Qualified Teachers:

- Teachers work in collaboration with the coach and principal with choosing materials and resources that are used for daytime instruction, afterschool instruction and Saturday Academy.
- An effective communication system is in place, “Weekly Notes” which communicates events, changes, and news items, with all school staff, keeping them apprised of school-wide activities. Daily updates are posted in the main office.
- Engaging programs that maintain student motivation, i.e Ballroom Dancing, Poetry, Author Visits. Consultants from these programs also model and work alongside teachers.
- Current teachers are involved in the selection of new teachers.
- Weekly Clubs allow teachers to bring their personal interests and areas of expertise into the classroom to share with their students (Yoga, Dance, Arts & Crafts, Technology, Debate Team, Gardening, Basketball, and Stock Market).
- All teachers have laptops for planning and instruction. Grade leaders also have iPads.

Nurturing Highly Qualified Teachers and Opportunities for Professional Growth:

- Discussions around professional goals both formally and informally. Professional Goals are revisited with the Principal three-times each year. At these meetings, if goals have been achieved, new ones are identified. Additionally, teachers discuss how the School, Coach, and Principal can support each their Professional Goals.
- Ongoing PD opportunities tailored towards the teachers needs. Teachers have a voice in what PD opportunities they need and/or choose from a menu of options. Teachers have the opportunity to share with their colleagues by leading PD sessions.
- Teachers have the opportunity to attend PD sessions outside of the school, offered by Central, the CFN and other professional organizations.
- Teachers on a grade have common prep, during which time ideas about instruction and assessments are shared.
- Teachers are encouraged to be a part of the school’s SLT and the school’s PTA.
- Teachers are asked to work with the Parent Coordinator to provide professional development opportunities for parents.
- Teachers are encouraged to coordinate educational trips.

P.S. 260'S SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during the 2012-2013 School Year.

School Responsibilities:

P.S. 260 will:

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

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

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

Student's report cards are distributed 3 times a year and student's promotion in doubt letters is sent home a minimum of twice a year. Progress reports that will explain student performance will be sent home every month that is not a report card month and parents will be given copies of student's goals.

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

Teachers met with parents in the beginning of the year at a Meet the Teachers event. At this meeting, the school's academic, social and personal expectations were shared with parents. Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time by appointment. Some teachers are communicating with parents via e-mails, letters and phone calls.

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

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers organize culminating activities and celebrations that encourage parent attendance through written invitations. Parents are invited to participate in monthly assemblies. Additionally, a parent calendar and a monthly newsletter are sent home to parents and the School Messenger System is used to communicate events with parents.

Parent Responsibilities:

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

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

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

Public School 260 will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Collaborate with parents to develop school-wide plan on the School leadership Team (SLT).
- Hold an Annual Title I meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and their right parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents.
- Provide each child with a library card and other access to a variety of books and reading materials.

- Provide parents with translation services for all documents and conversations.
- Provide information to parents in a uniform format that accommodate all of our English Language Learner Parents and Parents of students with disabilities.
- Provide parents information about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Use Monthly a monthly newsletter, School Messenger system and monthly calendars to inform parents of events.

Student Responsibilities:

Students will:

- Attend school regularly and on time.
- Come to school prepared to work.
- Complete all homework assignments, class work and projects to the best of their ability.
- Ask questions they don't understand something.
- Show respect to teachers, friends and others.
- Wear the school uniform every day.
- Try to resolve disagreements peacefully.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amundsen/Joanne	District 19	Borough Brooklyn	School Number 260
School Name The Breuckelen School			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	103	Total Number of ELLs	2	ELLs as share of total student population (%)	1.94%
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Part II: ELL Identification Process

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

- K 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In				1	1									2
Total	0	0	0	1	1	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	1			1							2
Total	1	0	0	1	0	0	0	0	0	0	2

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

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

A. Programming and Scheduling Information

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

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

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

4.

A. Plan for SIFE

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

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

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

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

C. Plan for ELLs in school 4-6 years

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

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

Courses Taught in Languages Other than English ⓘ

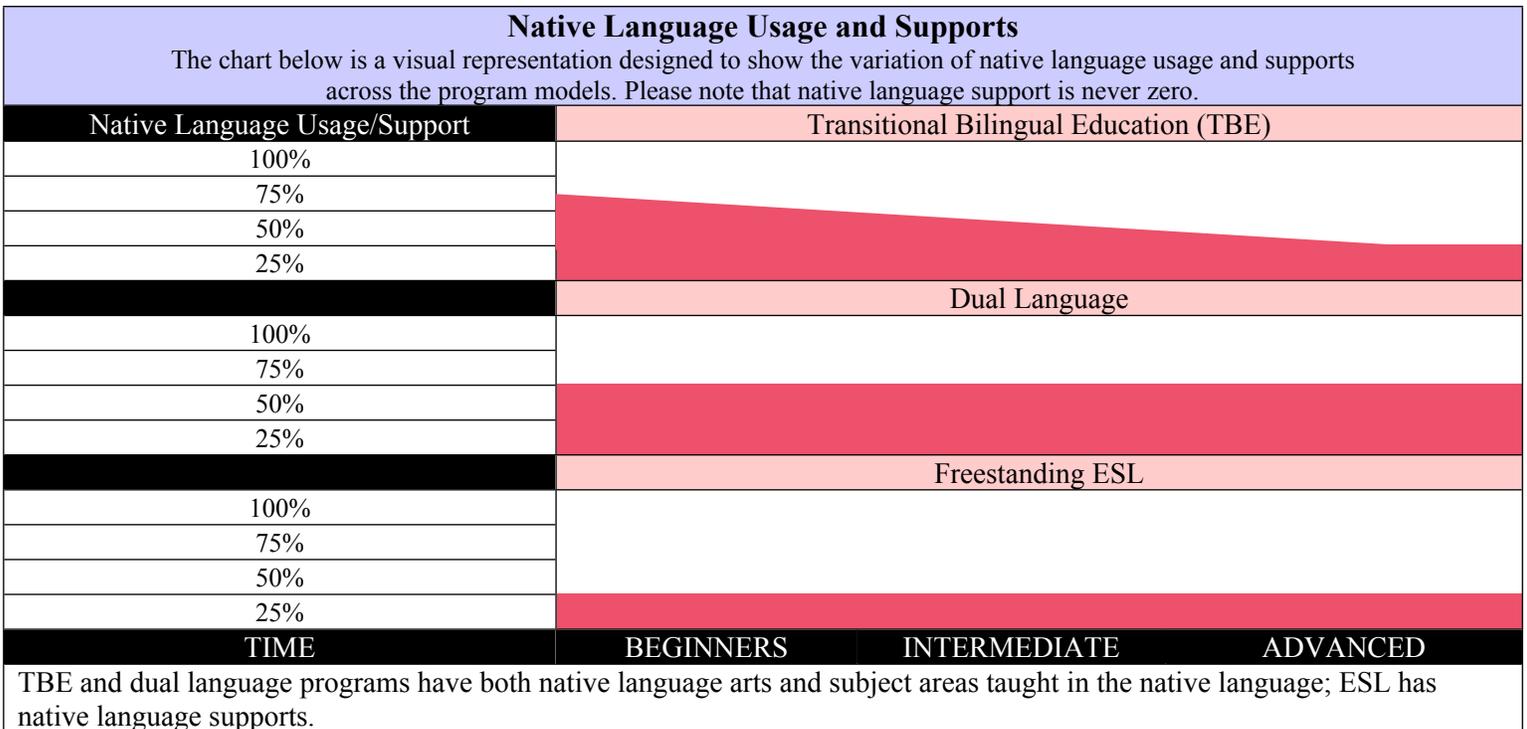
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

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

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

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

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

- Research-based Everyday Math mathematics program
- SETTS
- Parental Involvement Activities
- * School Based Support Team
- Speech services
- Guidance Counselor
- Paraprofessionals in designated classrooms

- Academic Intervention Services: teachers professional periods used for tutoring

10. PS 260 has integrated the use of technology in teaching and learning throughout the school. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. Teaching materials include both text and technology. Students/teachers use a variety of materials to support teaching and learning in themes and content. Instructional Materials used at our school for ESL include Balanced Literacy, Wilson Foundation, and Achieve 3000, Rosetta Stone. Achieve 3000 assists students in improving their reading comprehension and writing skills by completing various tasks. The newspaper articles are modified to help ELLs comprehend the reading.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

staff to ensure best practices in the ESL classroom.

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

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

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

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

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1
5									0
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				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

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

3. The data reveals that the ESL teacher should focus more on improving ELLs' writing skills, such as grammar, spelling, sentence structure, and

paragraphs. The ELL teacher is doing push in as well as pulls out to provide needed support for the students in various settings. reading component of the ELL Periodic Assessment.

6. Describe ELL program success

In the last few years PS 260 has experienced several accomplishments. We feel our biggest accomplishment is the continuous success we have shown in the spectrum of improving the performance and progress of ELL students. Recent accomplishments also include the setting of

interim goals by teachers and students in math, reading and writing. We have worked diligently to increase participation and strong relationships with various community based organizations.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>260</u>		School DBN: <u>19K260</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sabrina Fleming	Principal		1/1/01
Laura Avakians	Assistant Principal		1/1/01
Rose Carter	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lynn Walsh	Coach		1/1/01
	Coach		1/1/01
Judith Hickman	Guidance Counselor		1/1/01
Joanne Brucella	Network Leader		1/1/01
	Other		1/1/01

School Name: 260

School DBN: 19K260

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K260 **School Name:** PS260

Cluster: 2 **Network:** CFN210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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