



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/IS 266

DBN: 26Q266

PRINCIPAL: NICOLE SCOTT

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SUPERINTENDENT: ANITA SAUNDERS

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
Nicole Scott	*Principal or Designee	
Stephen Rusgo	*UFT Chapter Leader or Designee	
Erica Lobosco	*PA/PTA President or Designated Co-President	
Suzanne Eng	Member/Parent	
Suzanne Windland	Member/Parent	
Paul Winter	Member/Assistant Principal	
Robin Beinhorn	Member/Teacher	
Carla Maurer	Member/Teacher	
Kerry Rama	Member/Teacher	
Eileen Ryan	Member/Parent	
Kathryn Kane	Member/Parent	
Nydia Sunga	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

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

- **We will raise the level of writing instruction for students in grades 3-8 by incorporating more frequent opportunities for students to write at more rigorous levels as guided by the Common Core Learning Standards. By June 2013, students in grades 3-8 will improve by one level on written analysis of informational texts as measured by teacher created rubrics and rubrics developed in the NYC Department of Education Common Core Library grade leveled ELA tasks.**

Comprehensive Needs Assessment

Analysis of student data revealed that our students' writing was not comparable to the level of sophistication required to meet the demands of the Common Core Learning Standards. This need was identified by analyzing the results of interim literacy assessments, unit chapter tests and yearly-standardized test scores. Additional needs assessment used were the actual Common Core Learning Standards and the learning gaps presented by analysis of the standards. Analysis of student published writing samples from grades K-8. Please see the following examples:

- **Analysis of student on-demand writing samples from grades K-8**
- **Acuity ELA data (Baseline Assessments, Interim Assessments, Predictive Assessments)**
- **2011-2012 school Progress Report**
- **Analysis of 2011-2012 NYS ELA Standardized test scores**
- **2010-2011 Quality Review**
- **2011-2012 School-wide Inquiry Team Study (school-wide teams, grade level teams and department teams)**

Instructional Strategies/Activities

- **Continued revision of our writing curriculum maps to include and further develop units of study that incorporate the reading and writing genre focus of the CCLS. Units of study will be continually updated throughout the year on ARIS as part of teacher professional periods and teacher team meetings during Extended Day professional development.**
- **Teachers in grades K-5 will meet with our Literacy Coach on a monthly basis to develop grade appropriate writing tasks and to develop these tasks along with appropriate rubrics. (Sept-June)**
- **Professional development will be provided throughout the school year on the CCLS with a focus on the 3 major literacy shifts, as well as focusing on task development in non-fiction informational writing and opinion/argument writing.**
- **Inquiry team monthly meetings will focus on academic vocabulary. Our focus this year will continue to be (general) academic vocabulary to allow students access to more complex texts as outlined in the CCLS. We will consistently monitor and follow up on explicit vocabulary instruction by analyzing student work at monthly Inquiry team meetings**

using a protocol for effective time management. We will continue to enhance vocabulary instruction through word study and vocabulary assessments. (Sept-June)

- **Writing assessments will be collected from teachers in grades 3-8 (across content areas in middle school) four times a year for the purpose of analyzing the results of on-demand writing assessments, as well as student published writing pieces. Teachers will analyze student work by including a skills checklist cover sheet for each writing piece collected. This will allow teachers, as well as school administration an opportunity to analyze student progress and instructional practices. Data reported through Acuity, Castle Learning, Running Records, and classroom sources will be utilized as well. (Quarterly)**
- **Teachers will be provided with opportunities to share effective instructional strategies and materials, writing lessons, conferencing techniques and small group strategy lessons in monthly department and grade meetings. (Ongoing)**
- **School administrators will conduct informal and formal observations to monitor writing instruction and to provide feedback to teachers. Informal observations are conducted on a monthly basis and formal observations are conducted a minimum of two per year for tenured teachers and three per year for non-tenured teachers. (Sept-June)**
- **Student writing goals will be periodically monitored for each of the targeted grades, which should reflect student progress. (Ongoing)**
- **Writing support will be provided through small group Academic Intervention Strategies (Response To Intervention) instruction with UFT District Representative who is a licensed reading teacher, as well as through our school librarian, special education teachers and school Learning Leader volunteers. Students will be pulled for small group instruction a minimum of 2-3 times a week for 8-week cycles from September-June. (Ongoing)**
- **Teachers will be provided with professional books and videos. Teachers will be given two Staff Community Reads each month that provides best practice information in the areas of instructional focus for the 2012-2013 school year, as well as strategies for meeting student social and emotional needs. (Sept-June)**
- **Technology software programs such as Castle Learning, Brain Pop, Brain Pop, Jr. Brain Pop Español, World Book Online, Safari Montage and Study Island will be incorporated into our instructional program to enhance student-writing skills, as well as provide a home-school connection for our families. These programs will be available for our students throughout the school year. (Ongoing)**

Strategies to Increase Parental Involvement

- **Beginning of the year Principal's letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept)**
- **Principal and Assistant Principal speaking at monthly PTA meetings informing parents of instructional practices to meet academic expectations. (Monthly)**
- **"Feature Teacher" at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of "at-home" strategies that can assist parents and to strengthen student academic skills. Network personnel will be utilized as well. (Monthly)**

- Parent workshops conducted by our Parent Coordinator, PTA and other outside resources to strengthen parent understanding of the rigor of the CCLS. (Ongoing)
- Monthly morning “Re-cap” PTA meetings for parents who are not able to make the monthly night meetings. (Monthly)
- Quarterly “Curriculum Corner” Newsletter from the school to our families keeping them abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school. (Quarterly)
- Parent workshops to educate our parents on new technology software programs such as Castle Learning, Pop Pop, Brain Pop, Jr. Brain Pop Español and Study Island will be incorporated into our instructional program to enhance student-writing skills, as well as provide a home-school connection for our families. (Ongoing)
- Continued use of our School-Messenger phone system to inform parents on an “as-needed basis” of important school, community and city information and news. (Ongoing)

Budget and Resources Alignment

- Indicate your school’s Title I status: X--Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 N/A Title I
 Title IIA
 Title III
 Grants
 _____ Other

If other is selected describe here:

Service and Program Coordination

We will coordinate partnerships with the following federal, state and local programs, service providers including those supported under NCLB to support our instructional strategies/activities to achieve this goal:

- Teacher’s College
- Kaplan Curriculum Materials
- Ready Test reparation Materials
- NYC Department of Education Literacy Trainings
- Children’s First Network 2.05 monthly Literacy Coach meetings
- Children’s First Network 2.05 Literacy professional development
- Children’s First Network 2.05 Literacy Instructional Support Specialist
- Children’s First Network 2.05 monthly Principal meetings
- Children’s First Network 2.05 monthly Assistant Principal meetings

- **Children's First Network 2.05 Thinking Maps training**
- **Council of Supervisors and Administrator's Executive Leadership Institute Charlotte Danielson trainings**
- **PS/IS 266 monthly Inquiry Team meetings**
- **Charlotte Danielson's Framework for Effective Teaching, Revised 2011 Edition**
- **Teacher Feedback sheets to inform teachers of the development of their teacher practices for the purpose of improving teacher effectiveness, CFN 2.05**
- **Association of Supervision and Curriculum Development instructional materials (books, DVD's, CD's)**
- **Shell Education Teacher/Curriculum materials**
- **ARIS**
- **Acuity**
- **Castle Learning**
- **Study Island**
- **World Book Online**
- **Brain Pop, Brain Pop, Jr., Brain Pop Espanol**
- **Safari Montage**
- **Samuel Field Y**
- **DOE's Common Core Library**
- **National Common Core State Standards website**
- **Engage NY**

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

- **To improve teacher pedagogy by developing a shared understanding of coherent instructional practices based on the components of a research-based rubric. By June 2013, teacher effectiveness in the areas of questioning, coherent instruction, assessment and engagement will improve as evidenced through classroom visits, informal observations, formal observations, progress towards teacher goals and student achievement data sources.**

Comprehensive Needs Assessment

After familiarizing ourselves with the components and elements of the Danielson Framework for Effective Teaching and the rigor of the Common Core Learning Standards, school administration realized the need to continue to develop teacher pedagogy in our building to meet these challenges. The following assessment tools were used to gather this vital information:

- **Analysis of teacher informal observation reports**
- **Analysis of teacher formal observation reports**
- **NYC Department of Education 2012-2013 Teacher Effectiveness Instructional Expectations**
- **2011-2012 School Progress Report**
- **2010-2011 Quality Review**
- **Implementation of the Common Core Learning Standards**
- **2011-2012 Teacher Goals & Objectives**
- **2012-2013 Teacher Goals & Objectives**

Instructional Strategies/Activities

- **Teachers will be engaged in a series of professional development workshops in the areas of improving teacher practice using a NYC Department of Education approved research-based rubric. (Ongoing)**
- **Utilization by administration and teachers of the Framework for Effective Teaching materials available on the NYC DOE's Common Core Library website. (Ongoing)**
- **School administration will conduct a series of classroom visits with a focus on questioning, engagement and assessment in 3 cycles throughout the year. (Ongoing)**
- **Teachers will receive a feedback sheet for each classroom visit with objective feedback for possible next steps for improving teacher practice. (Ongoing)**
- **Classroom visits will be conducted in three-month cycles throughout the school year with each cycle having one area of**

concentration (questioning, engagement, assessment and coherent instruction). All feedback for each cycle will focus on the specific area of concentration. (Ongoing)

- Informal classroom observations will be conducted with an emphasis on classroom environment, student engagement and instructional practices. (Ongoing)
- Administration will conduct up to two informal observations per month for tenured and non-tenured. (Ongoing)
- Administration and teachers will engage in consistent debriefing sessions about classroom visits feedback information. (Ongoing)
- School instructional cabinet will meet on a weekly basis to develop plans for teachers continued growth and development. (Ongoing)

Strategies to Increase Parental Involvement

- Beginning of the year Principal’s letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept)
- “Feature Teacher” at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of “at-home” strategies that can assist parents and strengthen student academic skills. (Monthly)
- Parent workshops conducted by our Parent Coordinator, PTA and other outside resources to strengthen parent understanding 2012-2013 Citywide Instructional Expectations. (Ongoing)
- Monthly morning “Re-cap” PTA meetings for parents who are not able to make the monthly night meetings.
- Quarterly “Curriculum corner” Newsletter from the school to our families keeping them abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school.

Budget and Resources Alignment

- Indicate your school’s Title I status: X--Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 N/A Title I
 Title IIA
 Title III
 Grants
 _____ Other

If other is selected describe here:

N/A

Service and Program Coordination

- **NYC Department of Education Teacher Framework Trainings**
- **Children's First Network 2.05 monthly Literacy Coach/Lead Teacher meetings**
- **Children's First Network 2.05 monthly Math Coach/Lead Teacher meetings**
- **Children's First Network 2.05 Literacy Instructional Support Specialist**
- **Children's First Network 2.05 monthly Principal meetings**
- **Children's First Network 2.05 monthly Assistant Principal meetings**
- **Children's First Network 2.05 Principal's Study Group**
- **PS/IS 266 monthly Inquiry Team meetings**
- **Charlotte Danielson's Framework for Effective Teaching, Revised 2011 Edition**
- **Teacher Feedback sheets to inform teachers of the development of their teacher practices for the purpose of improving teacher effectiveness**
- **Association of Supervision and Curriculum Development instructional materials (books, DVD's, CD's)**
- **ARIS**
- **Acuity**
- **DOE's Common Core Library**
- **National Common Core State Standards website**
- **Engage NY**

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, students in grades K-8 will improve by one level in their ability to construct grade appropriate viable arguments and mathematical proof as measured by the Common Core Learning Standards and grade level appropriate Exemplars rubrics.**

Comprehensive Needs Assessment

Analysis of student data revealed that our students do not have the level of sophistication across grades in constructing appropriate, viable arguments and mathematical proof as measured by the Common Core Learning Standards. This evidence was gathered using the following assessment tools:

- **Analysis of student math work from grades K-8 (grades 6-8 Math only)**
- **Analysis of student Exemplars work K-8 (grades 6-8 Math only)**
- **Acuity Math data (Baseline Assessments, Interim Assessments, and Predictive Assessments)**
- **2011-2012 school Progress Report**
- **Analysis of 2011-2012 NYS Math Standardized test scores**
- **2010-2011 Quality Review**

Instructional Strategies/Activities

- **Revision of our content area curriculum maps to include and further develop units of study that incorporate the eight mathematical practices for grades K-8 as outlined in the CCLS. Units of study will be continually updated throughout the year on ARIS as part of teacher professional periods. (June 2012-June 2013)**
- **Units of study will be aligned according to the DOE's Scope & Sequence to address the major domains of focus of the standards.**
- **Use of the Exemplars K-12 program to guide math tasks development with the guidance of school administration and CFN NSS support staff. (Ongoing)**
- **Use of data collected from interim assessments to plan and drive math instruction. (Ongoing)**
- **Teachers, school administration and CFN NSS support staff will analyze student argument writing using a standards-based rubric to assess for appropriate rigor and student growth. (Ongoing)**
- **Data reported through Acuity, Castle Learning, and classroom sources will be utilized as well to allow teachers and school administration an opportunity to analyze student progress and school instructional practices. (Ongoing)**

- Teachers will be provided with opportunities to share effective math instruction through during professional development and team meeting times. (Ongoing)
- School administrators will conduct informal and formal observations to monitor math instruction and to provide appropriate feedback to teachers. (Ongoing)
- Student math goals will be periodically monitored for each of the targeted grades, which should reflect student progress. (Ongoing)
- New technology software programs such as Castle Learning, Pop Pop, Brain Pop, Jr. Brain Pop and Study Island will be incorporated into our instructional program to enhance student-math writing skills, as well as provide a home-school connection for our families. (Ongoing)
- Utilization of CFN professional development in the math CCLS. (Ongoing)
- Lead teacher attendance at monthly Math Coach meetings as provided by the CFN NSS support staff.

Strategies to Increase Parental Involvement

- Beginning of the year Principal’s letter informing parents of new Department of Education curriculum mandates and instructional expectations (Sept)
- Principal speaking at monthly PTA meetings informing parents of instructional practices to meet academic expectations. (Monthly)
- “Feature Teacher” at monthly PTA meetings to explain and share classroom curriculum practices and to advise parents of “at-home” strategies that can assist parents and strengthen student academic skills. (Monthly)
- Parent workshops conducted by our Parent Coordinator, PTA and other outside resources to strengthen parent understanding of the rigor of the math CCLS. (Ongoing)
- Monthly morning “Re-cap” PTA meetings for parents who are not able to make the monthly night meetings.
- Quarterly “Curriculum corner” Newsletter from the school to our families keeping them abreast of national, state and citywide educational initiatives, as well as curriculum and instructional information about our school math academic focus.
- Parent workshops to educate our parents on how math technology software programs such as Castle Learning, Pop Pop, Brain Pop, Jr. Brain Pop Español and Study Island will be incorporated into our instructional program to enhance student math writing skills, as well as provide a home-school connection for our families. (Ongoing)

Budget and Resources Alignment

- Indicate your school's Title I status: **X--Non-Title I**
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy **N/A** Title I **X** Title IIA **X** Title III **X** Grants _____ Other

If other is selected describe here:

Service and Program Coordination

- **Everyday Mathematics program (grades K-5)**
- **Impact Math (grades 6-8)**
- **Glencoe Mathematics (grades 6-8)**
- **Kaplan Curriculum Materials**
- **Ready Test Preparation Materials**
- **Children's First Network 2.05 monthly Math Coach/Lead Teacher meetings**
- **Children's First Network 2.05 Math professional development**
- **Children's First Network 2.05 Math Instructional Support Specialist**
- **Children's First Network 2.05 monthly Principal meetings**
- **Children's First Network 2.05 monthly Assistant Principal meetings**
- **Children's First Network 2.05 Summer Principal's Institute**
- **Children's First Network 2.05 Common Core Learning Standards trainings**
- **Association of Supervision and Curriculum Development instructional materials (books, DVD's, CD's)**
- **ARIS**
- **Acuity**
- **Castle Learning**
- **Study Island**
- **World Book Online**
- **Brain Pop, Brain Pop, Jr., Brain Pop Espanol**
- **Safari Montage**
- **DOE's Common Core Library**
- **National Common Core State Standards website**
- **Engage NY**



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	<ul style="list-style-type: none"> • Wilson/Fundations • AIS ELA Services • RTI Services • Saturday Success Program 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During School • After School • During School • Saturday Program
Mathematics	<ul style="list-style-type: none"> • Technology Programs • AIS Math Services • Saturday Success Program 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During School • After School • During School • Saturday Program
Science	<ul style="list-style-type: none"> • Students at-risk – small groups • Saturday Success Program- Test Sophistication (grades 4 & 8) • AIS Science Services (grades 4 & 8) 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During School • After School • During School • Saturday Program
Social Studies	<ul style="list-style-type: none"> • Students at-risk – small groups 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Grades K – 8 at-risk counseling 	<ul style="list-style-type: none"> • Small group/individual 	<ul style="list-style-type: none"> • During School

As per our BEDS data for the 2012-2013 school year, our teachers across grades and content areas are “highly qualified” as outlined by the NCLB requirements, mandates and descriptors. We are able to maintain a “highly qualified staff in the following ways:

PS/IS 266 attracts highly qualified teachers by using a rigorous interview process:

- Utilize the Open Market search for candidates
- The Principal, Assistant Principal formulate interview questions
- Satisfactory candidates are required to give a demonstration lesson with students from P.S.

PS/IS 266 maintains highly qualified teachers by:

- Providing a collaborative environment where professional development training, administrative support, and the empowerment of teacher leaders within the school are at a constant, teachers and support staff are continuously encouraged and supported individually and when working in collaborative teams.
- Administration encourages building professional capacity by highlighting teachers’ individual strengths, showcasing their abilities and encouraging independent leadership roles.
- Administration encourages staff to conduct P.D. at Faculty Conferences and Grade Conferences
- Administration conducts monthly Faculty Conferences and grade conferences to inform staff of any new DOE agenda/mandates
- Providing Professional Development consisting of Smartboard, Promethean board, Acuity, ARIS training and lead teacher meetings to inform staff of any new DOE agenda/mandates (i.e. tasks and curriculum maps).

Principal provides a breakfast/accountable talk time on Professional Development days to encourage social/academic collaboration

- (i.e. September 6th, 7th Professional (i.e. September 6th, 7th Professional Development days, Election Day, Chancellor’s day – June 2013).
- Team of teachers develop curriculum maps and create instructional plans.

PS/IS 266 differentiates professional development by:

- Formal observations by supervisors
- Classroom visits with written feedback by supervisors using Danielson’s Framework for Teaching

Administration provides common planning periods with grade-level colleagues and routinely invites and/or sends teachers to participate in current professional development for growth as educators such as:

- **Curriculum Mapping**
- **Thinking Maps**
- **Danielson's Framework for Teaching**
- **Citywide Performance Task Expectations**
- **Lead Teacher Meetings**
- **Smart Board and Acuity Training**
- **Extended Day Teacher team meetings**

(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;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT
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;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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/M.J. Pisacano	District 26	Borough Queens	School Number 266
School Name			

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

Principal Nicole Scott	Assistant Principal Paul Winter
Coach Leslie Popkin, Literacy Coach	Coach type here
ESL Teacher Joan Carter	Guidance Counselor Natalie Mir
Teacher/Subject Area type here	Parent Pia Alexander
Teacher/Subject Area type here	Parent Coordinator Lori Nestor
Related Service Provider Ann Marie Venezia	Other type here
Network Leader Mary Jo Pisacano	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
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	669	Total Number of ELLs	20	ELLs as share of total student population (%)	2.99%
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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. [🔗](#)

A student's eligibility for initial testing on the LAB-R is based on the Home Language Survey. If the survey indicates another language other than English, a home language survey in that language is given to the parent/guardian, if available. The Pupil Accounting Secretary and/or the ESL teacher obtains background information on the student from the parent. If necessary, the DOE Over-the-phone Interpretation Unit is utilized. If the home language is one other than English, the LAB-R is administered by the New York City certified ESL teacher to the student. This is done within the first ten days of school. When students fall below the cut scores for their grade level on the LAB-R, they are placed in the ESL Program. For Spanish-speaking students who fail the LAB-R, the Spanish LAB is administered. Entitlement letters, along with the Parent Surveys and Program Selection Forms, are then sent out in English and in the home language, if available. If parent does not return a program selection form, the ESL teacher will follow up with a phone call until form is received. A Parent Orientation is scheduled for parents/guardians of new ELLs. Interpreters are present, if necessary, for communication with the Principal, Parent Coordinator, and ESL Teacher who are present at this meeting. A video is shown describing all three program choices, one in English and in other relevant languages, if available (other languages available are: Albanian, Arabic, Bengali, Chinese, French, Haitian, Korean, Polish, Punjabi, Russian, Spanish, and Urdu). If parents/guardians cannot attend this orientation during school hours, the ESL teacher is available to meet at a mutually convenient time. The NYSESLAT is given each spring to all ELLs. This test is used to measure their language development and to determine proficiency. The test scores for each modality are evaluated to adjust instruction as necessary. Parent Surveys and Program Selection Forms are completed and kept on file. Parents have continued to request the Freestanding ESL Program offered here.

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	8	8	8	4	8		4		4					44
Push-In														0
Total	8	8	8	4	8	0	4	0	4	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)		20	Special Education	2
SIFE	0	ELLs receiving service 4-6 years		0	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										
	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	20	0	0	0	0	0	0			20
Total	20	0	0	0	0	0	0	0	0	20

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

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	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
Chinese														0
Russian														0
Bengali														0
Urdu									1					1
Arabic							1							1
Haitian														0
French														0
Korean	3	3	1											7
Punjabi	1		1	2	1									5
Polish														0
Albanian														0
Other	2	1	2											5
TOTAL	6	4	4	2	1	0	1	0	2	0	0	0	0	20

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 ESL instructional program at PS/IS 266 is a Freestanding ESL Program. Only the pull-out model is used and the classes are heterogeneous and ungraded. As the ESL Teacher is here only three days, grades must be combined in order to fully service the students. Kindergarten and First Grade are combined. Second, third and fourth grades are combined. Sixth and eighth grades are also combined. Beginner and Intermediate students receive 360 minutes of instruction per week, and 180 minutes for Advanced students. All instruction is in English. ESL instruction is aligned to ESL/ELA Learning Standards. The ESL teacher uses visuals and realia at all levels to support

A. Programming and Scheduling Information

students' understanding of content area work. Charts and graphic organizers enable students to understand information in manageable chunks and make content area concepts more comprehensible. Thinking Maps are also utilized. The ESL Teacher focuses on language functions and structures, taught within the context of lessons. She also scaffolds academic language to support students' participation in content areas. Technology (CDs and various websites on the Internet) is also a part of the ESL classroom. Instruction is differentiated in the ESL class according to levels, and students are assigned different classroom and homework assignments. Students receive additional support services from classroom teachers, as well as AIS staff, and our Literacy Coach. The aforementioned strategies and supports would also serve to meet the needs of students with disabilities. As schedule allows, students are served in the general education classroom through the push-in model to meet their diverse needs. Newcomers are assigned a "buddy" for support. Peer tutoring is also implemented, formally in middle school (periods specifically set aside), and informally in elementary for Newcomers. The ESL Teacher differentiates instruction which corresponds to students' proficiency levels. Visuals, realia, books on tape, and TPR are some of the ESL methods employed. The Foundations reading program is implemented in all Kindergarten classes. There are presently no long-term ELLs receiving more than three years of service, but our plan for those students would be to provide academic support based upon demonstrated needs. There are presently no SIFE students. The plan for SIFEs would include differentiated instruction, extended day instruction, and participation in summer school. SIFE students would also be supported by our literacy coach, math coach and AIS support staff.

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

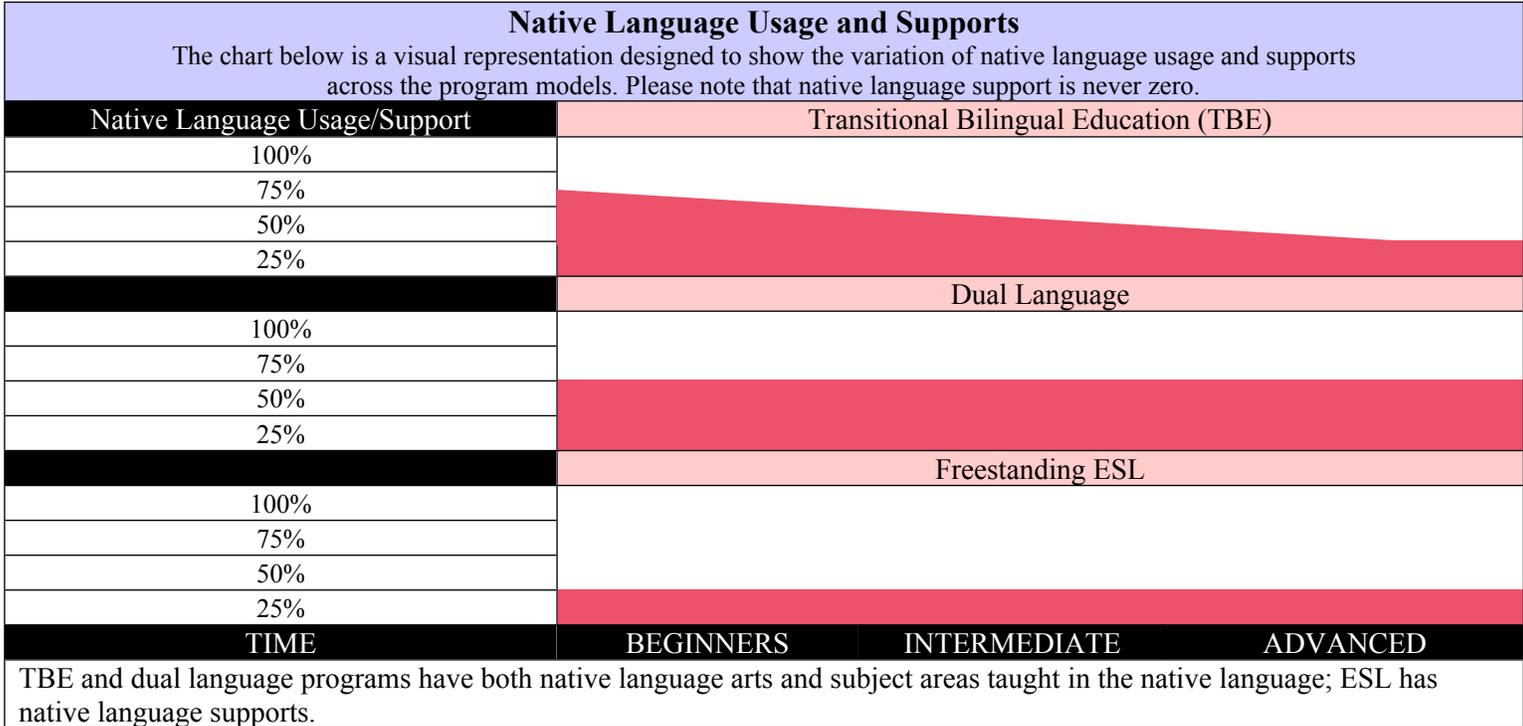
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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?

Students receive additional support services from classroom teachers, as well as AIS staff and our Literacy coach. ESL and classroom teachers work with ELLs in small groups to target deficiencies during the regular school day, as well as during extended day. Services are offered in English. All materials are grade and age appropriate. Students who reach proficiency on the NYSESLAT are placed in Reading Resource with a certified Reading Teacher. They also are invited to attend Extended Day, and AIS after-school/Saturday programs. For two years following their exit of the ESL Program, they continue to receive the same test accommodations extended to ELLs. All ELLs in the building are afforded equal access to all school programs. During school hours, they attend assembly, gym, and talent—either Computer or Art. All students are invited to try out for after-school sports teams (basketball and volleyball). Literature-based materials—including library books—a listening center with books on tape, and photo dictionaries are some of the materials used. There is an abundant supply of multicultural books. Students go to Computer class, and the ESL Teacher also uses computer programs on CD and the Internet. There is a small supply of dual-language books in English and Spanish. Translated glossaries for Math, Science and Social Studies are given to students in their native languages, if available.

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.

Staff development takes place on an ongoing basis. Professional development days for the 2011-12 school year are as follows: September 6, 7; November 8, January 12, and June 9.

In our K-8 school, as ELLs transition from one elementary to middle school, teachers meet in grade level teams to discuss proper class placement for each student. Our school guidance counselor articulates with the appropriate high school personnel to ensure appropriate school placements. General Education staff, as well as ESL staff members, receive the minimum training of 7.5 hours throughout the academic year. The focus is on methodologies that can be implemented on a daily basis in the General Education classroom with an emphasis on teaching through multiple modalities.

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?

PTA meetings are held once a month. The parents and families of our ELL students have several opportunities to become familiar with all programs that the New York City Department of Education offers. There is a parent orientation at the beginning of the school year for parents/guardians of new ELLs, and parent workshops are scheduled during the year to assist parents to participate in their child's education. Translated materials are distributed to students and parents in their native languages. PAC meetings are scheduled to inform parents of school events and policies so that they may be involved in the decision-making process. Interpreters are available for all teacher/parent meetings. Oral translations are provided by the DOE Office of Translation Services and by parent volunteers and school personnel, when appropriate and available. Other translation services are provided through a contracted vendor: LEGAL INTERPRETING SERVICES. Written translations, as made available by the DOE and where necessary by parent volunteers, are provided. Parents are informed of the availability of translation services and given a request form to complete if these services are needed. The staff works with the Parent Coordinator to address the needs of parents. There are opportunities for parents of ELL students to participate in district-sponsored free ESL classes for adults.

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												2
Intermediate(I)		1	1		1									3
Advanced (A)	5	2	3	2			1		2					15
Total	6	4	4	2	1	0	1	0	2	0	0	0	0	20

NYSESLAT Modality Analysis

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

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7		2			2
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			1	1					2
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				
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tools used to assess the early literacy skills of ELL students are ECLAS-2 and Fountas and Pinnell guided reading levels. The scores for the Overall NYSESLAT Results are last year's scores for this year's students. The NYSESLAT Modality Analysis are for last year's students, two of whom graduated and two that moved out of district.

The patterns across proficiency levels reveal that students generally score higher in the modalities of Listening and Speaking than in Reading and Writing. Rigorous instruction is implemented in these areas. To target reading, these students receive AIS from a certified Reading Teacher. ESL and Classroom teachers work with ELLs in small groups to target writing deficiencies during the regular school day, as well as during extended day. The ESL program is essential in providing the necessary instruction for ELLs to support comprehension in their classrooms. The ESL Teacher aligns grade curriculum to the ESL classroom and reinforces skills learned in the classroom. The ESL Teacher meets with classroom teachers to discuss each ELL student's language proficiency and needs, including specific language difficulties, such as language structures and vocabulary. Decrease in the need for native language support indicates success in attaining proficiency for our ELLs. Results from the NYSESLAT are also an indicator. Five out of the 18 students who were tested last year reached proficiency. Most of the remaining students either went up one or two levels; and only two remained at the same level. Feedback from classroom teachers is positive, in that the performance of ELL students has steadily improved.

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.

The total number of students at PS/IS 266 does not reflect the 26 Pre-Kindergarten students on the school roster.

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicole Scott	Principal		11/30/11
Paul Winter	Assistant Principal		11/30/11
Lori Nestor	Parent Coordinator		11/30/11
Joan Carter	ESL Teacher		11/30/11
Pia Alexander	Parent		11/30/11
Ann Marie Venezia, SETSS	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		11/30/11
Leslie Popkin, Literacy Coach	Coach		11/30/11
	Coach		
Natalie Mir	Guidance Counselor		11/30/11
Mary Jo Pisacano	Network Leader		11/30/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q266** School Name: **PS/IS 266**

Cluster: **2** Network: **CFN 2.05**

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.

We utilize the information from Home Language Surveys as well as ethnicity information as provided in ATS. In addition, parents are surveyed at the beginning of the school year in regards to what language they would like to receive school notices in.

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 found that through parent surveys, the majority of our parents request that school notices be sent home in English, even if this is not the native language of the family. We believe that this is due to the fact that our families are from a higher Social Economic Status and that many of them are not first generation immigrants.

Part B: Strategies and Activities

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

The school will provide translation services for school notices and any necessary written parent communications. If requested, we will also provide translation services for PTA meetings as requested. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor. We also utilize, when needed, staff members that are bi-lingual and/or multi-lingual to translate between staff and 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.

We will provide translation services for parent teacher conferences and any parent meetings as needed. If requested, we will also provide translation services for PTA meetings. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor.

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>.

In order to ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education, the school will provide translation services for school notices and any necessary written parent communications. If requested, we will also provide translation services for PTA meetings as requested. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor. We will provide translation services for parent teacher conferences and any parent meetings as needed. If requested, we will also provide translation services for PTA meetings. We have utilized monies from our Title III funds to purchase a contract for these services from a DOE approved vendor. We will also utilize the DOE's Translation and Interpretation Unit within the office for Family Engagement and Advocacy to provide language access support to families and parent leaders.

