



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS/IS 66  
**DBN (i.e. 01M001):** 18K066  
**Principal:** LUCILLE JACKSON  
**Principal Email:** [LJACKSO17@SCHOOLS.NYC.GOV](mailto:LJACKSO17@SCHOOLS.NYC.GOV)  
**Superintendent:** BEVERLY A. WILKINS  
**Network Leader:** RICH GALLO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lucille Jackson	*Principal or Designee	
William Fiquet	*UFT Chapter Leader or Designee	
Arlene Jobe	*PA/PTA President or Designated Co-President	
Lina Kalb	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ivy Spilberg	Member/ Teacher	
Sandra Czach	Member/ Teacher	
Andrea Rawle	Member/ Teacher	
Olayinka Dan Salami	Member/ Parent	
Anthony Foster	Member/ Parent	
Daphnee Jean	Member/ Parent	
Malynda Jordan-Dandridge	Member/ Parent	
Shelly McIntosh-Garraway	Member/ Parent	
Jerome Smith	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

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

By June 2014, the percent of students in grades 3-8 who are proficient in ELA as measured by the NYS Common Core ELA exam will increase by 5% from 22% to 27%.

### Comprehensive Needs Assessment

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

The school community, specifically school administration, faculty, and the School Leadership Team, after careful review of 2012-2013 documents including but not limited to the CEP, Quality Review Report, Progress Report, Learning Environment Survey, as well as the 2013-14 NYC DOE Citywide Instructional Expectations agree that growth in ELA proficiency continues to be a top priority for all students. The data listed below indicates the percent of students tested at each grade level who scored below a Level 3 on the May 2013 NYS Common Core ELA assessment: Grade 3: 74%; Grade 4: 77.5%; Grade 5: 82.1%; Grade 6: 85.1%; Grade 7: 77.5%; Grade 8: 68.7%.

The aggregated data above indicates a total of 79.6% of students tested school-wide scored below Level 3.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

**Strategy #1**-The school will develop a program for all students who scored in the bottom third on the 2013 New York State Common Core ELA exam will be given the opportunity to receive academic intervention services.

1. Activity-Period 9 Extended Day instructional program on Mondays and Tuesdays will target students identified to have scored in the bottom third in grades 3-8.
2. Activity- Grade 4 and 5 students who scored in the bottom third not attending Period 9 Extended Day program will be given academic intervention services during the school day.
3. Activity- Additional students in grades 6-8, not in Period 9, will receive AIS by a middle school faculty member two times a week during their administrative periods.
4. Activity- Students in Grade 3 will be provided Period 9 Extended Day instruction with additional students not offered placement in Period 9 will be a part of the school's daily AIS pull-out program.

**Strategy #2**-All students in grades 3-8 will take part of a three day reading program each week designed to improve student achievement in ELA.

1. Activity- The school will implement a new reading program called Drop Everything And Prep (DEAP) one period a day, three days a week. The purpose of the program is designed to assist all students with complex text in order to improve reading comprehension, critical analysis of ELA concepts, and formulating and writing coherent extended response answers. Assessments are created by departments/grade teams to assess skill/concept mastery.

**Strategy #3**-All students in grades 3-8 will be given the opportunity to receive small group instruction in ELA from school faculty members by attending after school and/or weekend programs.

1. Activity--A Saturday program - Parent Child Reading Circle - will be implemented to allow parents and students to read grade/age appropriate literary works under the supervision and guidance of a school ELA staff developer.
2. Activity- A Saturday ELA program will be implemented for students in various grades to receive additional ELA instruction from a school faculty member.
3. Activity- Selected school faculty members will conduct an after school Homework Help program on Tuesdays and Wednesdays for Third Grade students identified to be in the bottom third academically.

**Strategy #4**-The school will use ELA assessment data to drive instruction in order to improve student achievement in reading comprehension and writing skills.

1. Activity-Assessment data generated from Performance Based Assessments (PBA's "on demand" writing assessments) imbedded in new reading programs, ReadyGEN for Grades 3-5 and CodeX for Grades 6-8 will be used to drive instruction and provide teachers with reliable feedback on specific ELA skill/concept mastery.
2. Activity-Students in grades 3-5 will be administered the Fountas and Pinnell reading assessment a minimum of three times during the school year to monitor student's reading fluency and comprehension skills.

**Strategy #5-**The school will establish space within the school building as well as utilize its current teaching faculty to allow teachers to gather information and materials as well as the opportunity to observe teaching best practices in support of improving ELA instruction.

1. Activity- Scholars Program teachers will serve as models for teaching best practices.
2. Activity- ELA Reading Centers will be utilized in the classrooms to allow for all students the opportunity for independent readings and teacher/student conferencing.
3. Activity- A Faculty Resource Center in the school library, as well as an ELA resource center in a school staff developer's office, will be developed to allow teachers the opportunity to find additional supports available either in hard copy or found on the Internet.
4. Activity-The school will implement an inter-visitation program where faculty members can visit other grade or content related classroom to observe teacher best practices.

**Strategy #6-**The school will keep parents informed of student academic progress in ELA throughout the school year.

1. Activity-Teachers in Grades 4-8 will hold individual parent conferences with all students who received a Performance Level 1 or 2 on the 2012-2013 NYS Common Core ELA exam as mandated by the NYC Department of Education.
2. Activity-All teachers will send home quarterly progress reports to inform parents of their child's progress in ELA and their performance towards mastery of the New York State Learning Standards

**Strategy #7-**School administrators will conduct frequent classroom observations for all grade 3-5 teachers and grade 6-8 ELA teachers to evaluate teacher best practices and provide teachers evidenced-based feedback for the purpose of improving student learning/student achievement in ELA.

1. Activity- Teacher observations by school administrators will be conducted as part of the new Teacher Effectiveness program for all classroom and cluster teachers to identify growth areas in order to evaluate ELA instruction.

**Strategy #8-** The school will use all available resources to ensure all English Language Learners (ELL's) receive mandated support in English Language Arts.

1. Activity-F Status teachers will be hired to offer small group instruction to the school's English Language Learners (ELL's).

**B. Key personnel and other resources used to implement each strategy/activity**

1. **Strategy #1-**School administrators will develop a school program that meets all City, State, and Federal guidelines as well as UFT contractual requirements.
2. **Strategy #2-**All teachers in grades 3-5 and ELA content teachers in grades 6-8 will prepare instructional materials that supports the ELA curriculum.
3. **Strategy #3-**All teachers will be given the opportunity to apply for these programs and will use instructional materials already available in the classroom/school.
4. **Strategy #4-**All teachers in grades 3-5 and ELA content teachers in grades 6-8 will administer Performance Based Assessments already imbedded into the elementary and middle school reading programs. Grade 3-5 teachers will administer the Fountas and Pinnell reading assessment with additional support to be provided by school staff developers on an as needed basis.
5. **Strategy #5-**School administrators, full-time Librarian, staff developers, and custodians will develop the space needed to create these resource centers using available space in the school. In addition, all teachers will participate in the inter-visitation program.
6. **Strategy #6-**School administrators, all teachers, and Parent Coordinator will communicate with parents on a frequent and consistent basis.
7. **Strategy #7-**School administrators will use the Advance recording system to record classroom observation reports for all teachers.
8. **Strategy #8-**School principal will hire needed personnel and provide space in the school so that services can be administered.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. **Strategy #1-**The school will monitor and evaluate student academic progress of all Period 9 and AIS students using multiple school/classroom assessments throughout the school year. Specifically, the administrative team will look at classroom unit tests and writing samples, performance data generated from Performance Based Assessment from ReadyGEN and CodeX, results from Fountas and Pinnell reading assessment for students in Grades 3-5, and monthly data from the 3 day a week DEAP program. In addition, the school will monitor Interim Progress reports and attendance data.
2. **Strategy #2-**Grade team members in Grades 3-5 and middle school ELA, Science, and Social Studies department members will meet monthly to monitor student progress and evaluate effectiveness of the DEAP materials as well as determine next steps in improving student proficiency in ELA.
3. **Strategy #3-**The school will identify a minimum of ten and a maximum of twenty students from across the grades (Grades 3-8) to take part in this program. Student progress and program effectiveness will be monitored by the school staff developer and school administration. Third Grade Homework Help program twice a week from October 2013 to May 2014.
4. **Strategy #4-**Official classroom teachers in Grades 3-5 and ELA teachers in Grade 6-8 will meet with school administration to review results and individual student work products from each end-of-unit Performance Based Assessment to establish areas of strength and/or areas in need of improvement.
5. **Strategy #5-**School administration will evaluate usage of the space by asking faculty members during the monthly faculty conferences beginning in January 2014 to complete a brief needs assessment and usage survey. Also, school administration will conduct feedback sessions immediately following each inter-visitation to

evaluate teacher reflections and whether further support is needed.

6. **Strategy #6**-The school will attempt to meet individually with all parents for students who scored a Level 1 or Level 2 on the 2013-14 NYS Common Core ELA exam as mandated by NYC DOE. School administration will track progress in meeting its target on a weekly basis during the month of January 2014.
7. **Strategy #7**-The school administrative team will review observation feedback reports monthly for all teachers to evaluate ELA instruction in the school.
8. **Strategy #8**-ELL instructors will work closely with official classroom teachers to monitor student ELA achievement results and provide administration monthly progress reports regarding the school's ELL population.

#### **D. Timeline for implementation and completion including start and end dates**

1. **Strategy #1**-Grades 3-8 Period 9 Extended Day instruction two times a week from September 2013 to June 2014. Daily pull out AIS for students not in Period 9 varies based on grade level and service provider also from September 2103 to June 2014.
2. **Strategy #2**-Three times a week from October 2013 to June 2014.
3. **Strategy #3**-Saturday Reading Program from January 2014 to June 2014. Saturday ELA program from October 2013 to June 2014.
4. **Strategy #4**-ReadyGEN and CodeX PBA's after the completion of each unit from September 2013 to June 2014.
5. **Strategy #5**-From September 2013 to June 2014.
6. **Strategy #6**-Parent conferences to review student achievement results from the 2012-13 NYS Common Core ELA exam from November 2013 through January 2014.
7. **Strategy #7**-Teacher observations conducted from September 2013 to June 2014.
8. **Strategy #8**-F Status teachers for ELL support two times a day one day a week from September 2013 to June 2014.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. **Strategy #1**-Students identified to be in the bottom third academically in ELA proficiency will receive additional ELA instruction during Period 9 Extended Day on Mondays and Tuesdays. Students in Grades 3-5 who are in the bottom third not enrolled in Period 9 will receive AIS at least twice a week by a school staff developer. No cost associated with these activities.
2. **Strategy #2**-One (1) period a day, three (3) days a week. All official classroom teachers in Grades 3-8 will be involved to the DEAP program. Each grade team in Grades 3-5 and subject departments (ELA, Science, and Social Studies) in Grades 6-8 will develop material to be presented to the students as well as develop assessments to administer to the students to evaluate student understanding and skill/concept mastery. No cost associated with this activity.
3. **Strategy #3**-A school Staff Developer/Reading Specialist/AIS Provider/Classroom Teacher will conduct the Saturday reading/ELA programs for students in all grades and utilize reading materials already available in the school. Additional reading titles may be purchased if needed using school Tax Levy funds. Selected faculty members will utilize curriculum materials already available in the school for the Homework Help program. Staff members will be paid at the per-session rate.
4. **Strategy #4**-Official classroom teachers in Grades 3-5 will administer pre-prepared PBA's imbedded in the reading curriculum to all students. ELA teachers in Grades 6-8 will administer pre-prepared PBA's to all students. No cost associated with this activity.
5. **Strategy #5**- The school librarian will work with school administration in the organization of the Faculty Resource Center as well as develop a survey or "wish list" for additional materials to be available for school faculty. No anticipated cost needed for this activity.
6. **Strategy #6**-As mandated by the NYC DOE, all faculty members in Grades 3-8 as well as ELA teachers in Grades 6-8 will hold individual parent meetings for students who scored a Level 1 or Level 2 on the 2012-13 NYS Common Core ELA exam. These meetings will take place afterschool, on school designated instructional half-days, or during our Saturday program hours. In certain cases, some meetings will be conducted over the phone. An Assistant Principal has been designated to assist in scheduling parent conferences as well as maintain a detailed record of completion. After school and/or weekend meetings by teachers will be paid at the per session rate.
7. **Strategy #7**-School administration, with support from the school network ELA Instructional Specialist and a NYC DOE Talent Coach, will conduct observations using the new Teacher Effectiveness program and record all observations using the new Advance recording system. No cost associated with this activity.
8. **Strategy #8**-Two (2) times a day, one (1) day a week. PS daily rate for retired teacher 1 day a week times 42 weeks.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. The school will conduct workshops on selected Saturdays during the school year to inform parents regarding school performance on the 2013 NYS Common Core exams as well as programs implemented during the school year to improve student achievement. These workshops will be sponsored by the school PA Association and presentations will be delivered by school administrators and selected faculty members.
2. The school Parent Coordinator and PA Association will provide information to parents regarding programs and initiatives implemented in the school to improve student achievement during the monthly PA meetings.
3. The school will inform parents of student progress in all subject areas by sending home quarterly progress reports.

4. The Parent Coordinator will establish and maintain an email database to communication directly with parents regarding school programs and upcoming events/workshops offered by the school or through outside agencies.
5. For students in grades 6-8, the school will use the JUPITER online communication tool to keep parents informed regarding student progress. Parents will have the opportunity through JUPITER to communicate directly with teachers in the school.
6. All teachers in grades Pre-K to 8 will hold an information session during the first weeks of the school year with parents to inform them of subject curricula, describe materials being used during the course of daily instruction, and provide information where parents can find additional materials to support their child at home.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
none											

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the percent of students in grades 3-8 who are proficient in mathematics as measured by the NYS Common Core Math exam will increase by 5% from 24.1% to 29.1%.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The school community, specifically school administration, faculty, and the School Leadership Team, after careful review of the 2012-2013 documents including but not limited to the CEP, Quality Review Report, Progress Report, Learning Environment Survey, as well as the NYC DOE Citywide Instructional Expectations, agree that continued growth in Mathematics be a top priority for all students. The data listed below indicates the percent of students tested at each grade level who scored below Level 3 on the May 2013 NYS Common Core Mathematics assessment: Grade 3: 75.3%; Grade 4: 67.5%; Grade 5: 66.7%; Grade 6: 80.4%; Grade 7: 71.2%; Grade 8: 90.6%.
The aggregated data above indicates a total of 75.9% of students school-wide scored below a Level 3.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ol style="list-style-type: none"> <li>1. <b>Strategies/activities that encompass the needs of identified subgroups</b></li> <li>2. Students who scored in the bottom third on the 2012-2013 NYS Common Core Math exam will be targeted for academic intervention services.</li> <li>3. Middle School Math and Science teachers in grades 6-8 will provide small group mathematics instruction for students identified in the bottom third in math during their administrative periods.</li> <li>4. Students in Grades 3-5 who scored in the bottom third will receive additional small group instruction in math during the Period 9 Extended Day program on Mondays and Tuesdays.</li> <li>5. Identified students will be offered the opportunity to attend an after school mathematics tutorial program.</li> <li>6. F status and SETTS teachers will provide individualized instruction to targeted special needs and ELL students.</li> <li>7. School generated math assessments will be created, specifically aligned with NYS Common Core standards, to measure student achievement in problem solving and fluency.</li> <li>8. The school will continue to use the Common Core aligned Envisions math program in the elementary grades and Pearson in grades 6-8.</li> <li>9. Supervisors will conduct observations to assess teacher effectiveness in mathematics instruction.</li> <li>10. Grade 3-5 teachers and math teachers in grades 6-8 will meet during Wednesday Collaborative Team sessions to common plan, analyze student and class assessment data, and review student work products when available.</li> <li>11. Teachers will use Reflex Math, an online math skills program, to supplement the math curriculum and track student skill mastery in Grades 3-8.</li> <li>12. Teachers in Grades 4-8 will hold individual parent conferences with all students who received a Performance Level 1 or 2 on the 2012-2013 NYS Common Core Math</li> </ol>

exam. The focus of these conferences will be to inform parents of past achievement results, current academic progress, and additional support the parent can provide the student at home.

13. The school will conduct an after school Homework Help program to students in the Third Grade.

**14. Key personnel and other resources used to implement each strategy/activity**

1. School administrative team will review 2012-13 NYS Common Core Math test results available through the NYC DOE to identify students in grades 3-8 who scored in the bottom third (Level 1 or Level 2).
2. School administration will schedule two administrative periods a week for targeted math instructions for students in grades 6-8 using Pearson curriculum materials as well as other supplemental materials provided by the school on an as needed basis.
3. All official classroom teachers in grades 3-5 will provide Period 9 Extended Day math instruction using Envisions curriculum materials as well as other supplemental materials provided by the school on an as needed basis.
4. Faculty members will be able to apply for the after school tutorial program pending school funding and UFT contract requirements.
5. One F status teacher and one SETTS instructor will work with the school's special needs and ELL students using curriculum materials currently being used in the school as well other supplemental materials already available in the school, such as Everyday Math, Buckle Down, in addition to the curriculum materials (Envisions and Pearson) already used in the school.
6. School administration in collaboration with grade and math department leaders will create targeted math assessments using material provided by the NYS Department of Education and the NYC Common Core Library aligned with the grade specific pacing calendar.
7. All official classroom teachers in grades 3-5 and middle school math teachers.
8. School administrative team, Principal and Assistant Principals, will use the Advance system to record observations and provide timely feedback to teachers using the Danielson rubric for teacher effectiveness.
9. Official classroom teachers in grades 3-5 and middle school math teachers.
10. Official classroom teachers in grades 3-5 and middle school math teachers.
11. Official classroom teachers in grades 3-5 and middle school math teachers.
12. Faculty members will be able to apply for the after school Homework Help program pending school funding and UFT contract requirement. Teacher(s) will utilize curriculum materials already available in the school.

**15. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. School administration will review student, class, and grade math assessment data continually throughout the school year to track progress of students in the bottom third from multiple available sources and to evaluate program(s) effectiveness and impact on improving student achievement results.
2. School administrative team will meet regularly with middle school math teachers, at least once a month, throughout the school year to track progress of students and evaluate math instructional approaches for these selected students.
3. School administration will meet during the Wednesday Grade Collaborative Team meetings, at least once a month, throughout the school year to track progress of students and evaluate math instructional approaches for these selected students.
4. After school tutorial teachers will work with each individual student to set goals and will meet with school administrative team to review student progress and assess program effectiveness periodically during the duration of the program.
5. F status and SETTS teachers will conference with official classroom teachers bi-monthly to review student progress and determine instructional next steps.
6. Official classroom teachers in grades 3-5 and middle school math teachers will provide school administration a skills data analysis report identifying student strengths and areas in need of improvement after each assessment. Results from these assessments will be used to shape future assessments and drive instruction in the classroom.
7. School administration and faculty will analyze results from unit tests, school generated assessments, and student work products to evaluate progress of students as well as effectiveness of all math curriculum materials.
8. School administration will conduct at least two classroom observations for official teachers in grades 3-5 and a minimum of four (4) observations for middle school math teachers. Administrators will provide timely feedback on the effectiveness of instructional strategies taught.
9. School administration will meet with grade 3-5 teachers and middle school math teachers regularly, at least once a month, to monitor progress with the mathematics pacing calendar and provide assistance in developing targeted goals for instruction.
10. School administration will review weekly class usage data as well as results from school created math assessments to evaluate the program's effect on student achievement results.
11. By the end of January 2014, all parents of students who scored a Level 1 or Level 2 on the 2012-2013 NYS Common Core Math exam will have a meeting with their

child's teacher to discuss last year's results and discuss progress being made during the current school year.

12. The school will monitor student attendance and discuss program effectiveness with official classroom teachers in Grade 3 during monthly collaborative meetings.

**16. Timeline for implementation and completion including start and end dates**

1. August 2013 to June 2014.
2. September 2013 to June 2014.
3. September 2013 to June 2014.
4. Once a week from October 2013 to June 2014.
5. From September 2013 to June 2014. (Times per day/week vary according to grade level of student(s) and service provider).
6. A minimum of three (3) times a year between October 2013 and April 2014.
7. Daily from September 2013 to June 2014.
8. Monthly from September 2013 to June 2014.
9. Monthly from September 2013 to June 2014.
10. Daily from October 2013 to June 2014.
11. November 2013 to January 2014.
12. October 2013 to June 2014 (funding permitting).

**17. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School administrative team will review all available data from a multiple of sources; for example, exam results from the 2012-2013 NYS Common Core Math exams; 2013-14 Beginning of Year benchmark assessments created by the school in MATH; and teacher recommendations based on formative and summative classroom data for current Grade 3 students. No cost associated with this activity.
2. One (1) day a month times nine (9) months for forty-five (45) minutes. No cost associated with this activity.
3. Period 9 Extended Day instruction, two (2) times a week. No cost associated with this activity.
4. One (1) day a week for one (1) hour at the per session rate (funding permitting).
5. Two (2) times a day, one (1) day a week for F status teachers and three (3) to five (5) push-in or pull-out sessions depending on mandates outlined in student's IEP requirements. PS daily rate for retired teacher 1 day a week times 42 weeks. No additional cost associated with SETTS instructor.
6. A minimum of three (3) times a year. No cost associated with this activity.
7. Daily. No cost associated with this activity.
8. A minimum of two classroom observations of Grade 3-5 teachers and a minimum of four observations for middle school math department teachers. No cost associated with this activity.
9. One (1) per month times nine (9) months. No cost associated with this activity.
10. Daily on an as needed basis. Program purchased by principal using Tax Levy funds.
11. Scheduled meetings will be held after school and/or on Saturdays. Teachers will be paid at the per session rate.
12. Two (2) day a week for one (1) hour at the per session rate (funding permitting).

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. The school will conduct workshops on selected Saturdays during the school year to inform parents regarding school performance on the 2013 NYS Common Core exams as well as programs implemented during the school year to improve student achievement. These workshops will be sponsored by the school PA Association and presentations will be delivered by school administrators and selected faculty members.
2. The school Parent Coordinator and PA Association will provide information to parents regarding programs and initiatives implemented in the school to improve student achievement during the monthly PA meetings.
3. The school will inform parents of student progress in all subject areas by sending home quarterly progress reports.
4. The Parent Coordinator will establish and maintain an email database to communicate directly with parents regarding school programs and upcoming events/workshops offered by the school or through outside agencies.
5. For students in grades 6-8, the school will use the JUPITER online communication tool to keep parents informed regarding student progress. Parents will have the opportunity through JUPITER to communicate directly with teachers in the school.
6. All teachers in grades Pre-K to 8 will hold an information session during the first weeks of the school year with parents to inform them of subject curricula, describe

- materials being used during the course of daily instruction, and provide information where parents can find additional materials to support their child at home.
7. Reflex Math, an interactive math website, will enable all students to improve math fluency skills at home in partnership with their families. Reflex math will also be offered during the Saturday program.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
none										

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, teachers in all grades or content areas from Pre-K to Grade 8 will have the opportunity to work with school administrators to gain a common understanding of Danielson’s <i>Framework for Teaching</i> and develop an awareness of the shifts in teacher practice and Common Core Learning Standards (CCLS) supported by the new system of teacher evaluation and development.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
School administrators, teaching faculty, and the School Leadership Team agree that building teacher understanding of the instructional shifts in teacher practice, as supported by Danielson’s <i>Framework for Teaching</i> and the 2013-14 Citywide Instructional Expectations, will allow for all teachers to improve their instructional focus and have a direct influence on improved student learning in all grades.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>School administrators will participate in a minimum of three coaching sessions with Children’s First Network (CFN) talent coach to observe lessons a minimum of three (3) and a maximum of six (6) times during the school year, analyze teacher practices in a collaborative setting, and evaluate the observed lessons using Danielson’s <i>Framework for Teaching</i> for the purpose of reaching a normed rating 100% of the time by the conclusion of the coaching sessions.</li> <li>School leaders will conduct a minimum of four (4) classroom observations for teachers who chose Option #1 and a minimum of six (6) classroom observations for teachers who chose Option #2 using Danielson’s <i>Framework For Teaching</i> to evaluate teacher practice as part of the new system of teacher evaluation and development as outlined in the 2013-14 Citywide Instructional Expectations.</li> <li>Each teacher will work with grade (Pre-K to 5) or department (grades 6-8) colleagues to present a summary of effective teaching practice for an assigned component(s) in one of the four domains in Charlotte Danielson’s <i>Framework for Teaching</i> at a faculty conference.</li> <li>School faculty members will receive timely, detailed feedback reports on all informal and/or formal observations during the yearlong observation cycle by school leaders highlighting areas of “Effective” and “Highly Effective” teaching practices as well strategies to improve areas where teachers were rated “Ineffective” or “Developing” using the Danielson <i>Framework for Teaching</i> rubric.</li> <li>Faculty members will participate in a Domain 1 study of Danielson’s Framework for Teaching during Wednesday Collaborative Team Meetings sponsored by the school’s Children’s First Network.</li> <li>All faculty will participate in a classroom inter-visitation program designed to allow teachers the opportunity to observe best practices in areas identified for further development based on evidence from administrative walkthroughs and/or prior rated informal or formal observations.</li> <li>School staff developers will support the implementation of Danielson in the school by working with faculty in developing unit outlines, curriculum maps, reviewing lesson plans, discussing questioning techniques and/or strategies for the purpose of improving student learning and rigor.</li> <li>School administrators will attend “off-site” Danielson coaching sessions provided by the CFN.</li> </ol>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>School administrators, Children’s First Network (CFN) Instructional Specialist, CFN talent coach, and selected faculty members.</li> </ol>

4. School administrators will use the Advance recording system provided by the NYC DOE to prepare observational feedback reports.
5. All teaching faculty members (Grade Level, Department, and Cluster).
6. School administrators, Principal and Assistant Principals, will use the Advance online recording system provided by the NYC DOE.
7. All teaching faculty members (Grade Level, Department, and Cluster).
8. All teaching faculty members (Grade Level, Department, and Cluster)
9. School administrators, staff developers, and all teachers. Assistance will be provided to teachers either on a voluntary basis or from supervisor recommendation.
10. School administrators.

**11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. At the conclusion of the coaching sessions, all school administrators will have a more comprehensive understanding of the new teaching evaluation process as well as how to effectively evaluate observed teaching practice using Danielson's *Framework for Teaching* for the purpose of making evidence-based decisions and ensuring administrators have normed ratings for lesson observations..
2. School administrators will divide the total number of faculty members evenly and be responsible for meeting the minimum number of teacher observations as required in the 2013-14 Citywide Instructional Expectations. School administrators will collaborate with each other to adjust or modify the number of observations to be conducted on an as needed basis. Administrators will be required to observe teachers across all grades during the observation cycle.
3. School faculty members will conduct the grade/team presentations at a faculty conference during the first two months of the school year.
4. School administrators will provide timely feedback on all informal and/or formal teacher observations within two weeks (fourteen calendar days) of the classroom observation, when possible.
5. As an extension to the Danielson summary presentation conducted by the teachers in September and October 2013, the CFN will conduct a Domain 1 study on Wednesdays in January 2014.
6. School administration will conduct feedback sessions immediately following each inter-visitation to evaluate teacher reflections and whether further support is needed. Each faculty member will be given the opportunity to visit a colleague in the school as well as be the host classroom for one of their colleagues.
7. School administrators will meet with individual teachers as well as with school staff developers as the need arises to provide assistance and/or pedagogical development.
8. School administrators will be the opportunity to develop their understanding of using Danielson's Framework for Teaching as an evaluative and rating tool.

**12. Timeline for implementation and completion including start and end dates**

1. September 2013 to June 2014.
2. September 2013 to June 2014.
3. September 2013 to October 2013.
4. September 2013 to June 2014.
5. 4 sessions/1 day a week (Wednesdays) during January 2014.
6. November 2103 to June 2014.
7. September 2013 to June 2014.
8. October 2013 to June 2014.

**13. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Each coaching session will be for a minimum of two and half (2 ½) hours and a maximum of four (4) hours three (3) times during the school year. Each coaching session will be scheduled at least one (1) month in advance and will require all school administrators to participate. Documents used for the sessions will be provided be the visiting coach or copied for school administrative personnel at the school site. No cost associated with this activity.
2. Each school administrator will assigned a minimum of thirteen (13) and a maximum of fifteen (15) faculty members to conduct classroom observations during the yearlong observation cycle. Each administrator will attempt to conduct one (1) observation for each assigned staff member each month starting in October 2013 and concluding in June 2014, if possible. School administrators will record all observations using the Advance system provided by the NYC DOE. No cost associated with this activity.
3. School principal will assign each grade level, cluster team, and middle school department a component(s) from Danielson's *Framework for Teaching* to prepare a brief summary of effective teaching practice at a faculty conference during the first two (2) months of the school year. Resources used for these presentations will be decided on by each team. No cost associated with this activity.
4. A minimum of one (1) observation for each assigned faculty member will be conducted by a school administrator each month, when possible, and provide the faculty member timely, detailed feedback within two (2) weeks, when possible. No cost associated with this activity.
5. 4 Wednesday sessions/1 month only during school day. No cost associated with this activity.

6. Daily or as schedule permits. No cost associated with this activity.
7. On an as needed basis. No cost associated with this activity.
8. Meeting dates and times to be determined by the CFN. No cost associated with this activity.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. School principal will inform School Leadership Teams members of the new Teacher Effectiveness initiative outlined in the 2013-2104 NYC Citywide Instructional Expectations and how it involves changes to teacher evaluations and responsibilities of school administrators to provide immediate feedback to teachers with the explicit purpose of improving teacher practice, classroom instruction, and student achievement.
2. School principal and other school administrators will be available to explain the initiative to all parents and stake holders at monthly PA Meetings upon request.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

none

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, 60% of students in Grades K-2 identified as At-Risk and/or in the bottom third will be reading on grade level.

**Comprehensive Needs Assessment**

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

School administrators, teachers, and the School Leadership Team agree that building reading fluency and comprehension skills in early childhood grades directly influence higher student achievement later in a child's academic career. After a review of student Fountas and Pinnell assessment results from the 2012-2013 school year and Beginning of the Year Treasures baseline assessments, early childhood intervention was identified as a priority.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. **Strategy #1:** At Risk grade 1-2 students will be mandated to attend Period 9 Extended Day for small group instruction with the emphasis on Phonics and Phonemic Awareness.  
**Activity-** Each week Period 9 teachers receive a comprehensive lesson plans created by the early childhood staff developer designed to strengthen early childhood reading skills.  
**Activity-**Period 9 groups will be capped at 7 to 8 students per class to ensure a greater amount of individualized attention and intense differentiation within that group.
2. **Strategy #2:** At Risk students in Grades 1 and 2 who were not offered a seat in Period 9 Extended Day instruction will receive academic intervention services during the school day.
3. **Strategy #3:** Kindergarten students will be involved in a daily targeted instructional activity to improve reading skills.  
**Activity-**Kindergarten teachers will conduct the "Daily Five" program each day

**2. Key personnel and other resources used to implement each strategy/activity**

3. **Strategy #1-**Teachers of Grades 1-2 and other Period 9 teachers will use school provided materials prepared by the Early Childhood staff developer.
4. **Strategy #2-**Grades 1 -2 teachers, staff developers, and school administrators.
5. **Strategy #3-**Kindergarten teachers and school staff developers.

**6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. **Strategy #'s 1-3:** school administrators, staff developers, and grade K-2 teachers will analyze Fountas and Pinnell reading assessment data administered to students a minimum of three times during the school year, data generated from the ReadyGEN reading and writing program in addition to teacher observations to evaluate student growth in reading performance.
- 7. Timeline for implementation and completion including start and end dates**
1. **Strategy #'s 1-3:** From September 2013 to June 2014.
- 8. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. **Strategy #1:** Grade 1-2 Period 9 Extended Day instruction will be delivered two times a week. No cost associated with this strategy.
  2. **Strategy #2:** Grade 1-2 students identified for academic interventions services during the school day will be seen by an AIS provided a minimum of 2 times and a maximum of three times a week. No cost associated with this strategy.
  3. **Strategy #3:** Daily during classroom ELA instruction. No cost associated with this strategy.

**Strategies to Increase Parental Involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Saturday Academy will conduct parent workshops for early childhood students. This will enable parents to better support students at their home.
  2. Parents of At-Risk students will be offered workshops which address ELA skills and strategies. Resources are distributed to parents who attend these workshops.
  3. Within individual classrooms, parents are invited to attend monthly celebrations in all curriculum areas.
  4. The school PA offers rewards to classes with the highest representation of parents at PA meetings/workshops.
  5. Parent Coordinator regularly informs parents of upcoming events and workshops.
  6. Both the Fountas and Pinnell Blue System and phonics programs have a take home component which strengthens the home connection.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #5**

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 #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. **Strategies/activities that encompass the needs of identified subgroups**
    - 1.
  2. **Key personnel and other resources used to implement each strategy/activity**
    - 3.
  4. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
    - 1.
  5. **Timeline for implementation and completion including start and end dates**
    - 1.
  6. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
ELA	<p>Within each classroom, teachers differentiate instruction to meet the needs of all levels of learners. The following programs are implemented daily during small group instruction: <i>ReadyGEN Cohesive Literacy Modules Grades K-5</i> and <i>Common Core CodeX Grades 6-8</i> is aligned with the Common Core Learning Standards, and provides guided and independent practice in writing activities. <i>Critical Reading</i> is customized to the New York State Common Core Learning Standards, and helps students improve critical reading skills by reading complex text in both fiction and non-fiction.</p>	<p>Daily classroom instruction during the school day.</p>	<p>During the school day.</p>
	<p><i>Buckle Down to the Common Core</i> is used for skill review and test prep for students in Grades 3-8.</p>	<p>Daily during small group instruction.</p>	<p>During the school day.</p>
	<p>Remediation classes in Grades 3-8 use currently available curriculum materials to assist students with skill review, critical reading strategies with complex text, and mastering the conventions of writing.</p>	<p>Small group instruction</p>	<p>After school.</p>
	<p>The Blue System Fountas and Pinnell program to help improve reading fluency and reading comprehension for students in Grade 3.</p>	<p>Small group instruction during the school day</p>	<p>During the school day.</p>
	<p>Grade 6 AIS students use <i>Triumph Learning: Mastering The Standards</i> and <i>Triumph Learning Common Core Coach Resource Book</i> to assist students with skill mastery and test prep.</p>	<p>Small group instruction during the school day.</p>	<p>During the school day.</p>

	Grade 7 and 8 AIS students review and reinforce skills aligned with the CodeX reading curriculum to address areas in need of improvement based on classroom observation, Performance Based Assessments, and unit tests.	Small group instruction during the school day.	During the school day.
<b>Mathematics</b>	<p>Within the classrooms, teachers differentiate instruction to meet the needs of all levels of learners.</p> <p>Buckle Down to the Common Core Standards is used for skill review and test prep.</p> <p>In-house assessments are administered periodically during the school year and are specifically aligned with the New York State Common Core Mathematics Standards and pacing calendar.</p>	<p>Daily classroom instruction during the day.</p> <p>Daily during small group instruction.</p> <p>Minimum of three (3) times during the school year from October to March.</p>	<p>During the school day.</p> <p>During the school day.</p> <p>During the school day.</p>
<b>Science</b>	<p>Within the classrooms, teachers will differentiate instruction to meet the needs of all levels of learners.</p> <p><i>The Content Reading in Social Studies and Science</i>, published by Continental Press, is delivered daily during small group instruction. This program consists of in-depth articles about curriculum related issues in Science.</p>	Daily classroom instruction	During the school day.
<b>Social Studies</b>	<p>Within the classrooms, teachers will differentiate instruction to meet the needs of all learners.</p> <p><i>The Content Reading in Social Studies and Science</i>, published by Continental Press, is delivered daily during small group instruction. This program consists of in-depth articles about curriculum related issues in Social Studies.</p>	Daily classroom instruction.	During the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The school guidance counselor works with students in small groups and/or in an individual setting one to two times a week for 30 to 40 minute sessions.	Daily	During the school day.

	<p>Strategies are discussed and implemented to help students improve their academics, their self-concepts, to take pride in their work and achievement, to accept mistakes, and to develop an understanding of how to learn from these mistakes.</p>		
	<p>A full time SAPIS counselor meets with students identified by their teachers in small groups one to two times a week for 40 minutes.</p>	Daily	During the school day.
	<p>The school psychologist meets with students on an as needed basis through teacher recommendation and parent request.</p>	Daily	During the school day.
	<p>The social worker meets with students weekly on an individual basis to help them deal with emotional problems that interfere with their learning process</p>	Daily	During the school day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The administration in collaboration with the human resources department with the NYC Department of Education and the Children's First Network will make every effort to insure that every classroom/program has a highly qualified teacher. In addition, the school will make every effort to consider for employment only those candidates that possess the appropriate NYS license and/or certifications for any teaching vacancy.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers in the school will be offered opportunities to attend workshops, conferences, professional seminars, online webinars, and college courses that enhance their content knowledge and pedagogical skill. When possible, these activities will be funded by Title 1 Set Aside funds and other available grants.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used for school supplies, clothing, and/or family needs for the few students (plus or minus 10 at various times during the school year) who are currently residing in temporary housing. The school makes every effort to conduct outreach to these families to give these select students every opportunity to be involved in all after school activities and programs.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
With the implementation of the new ReadyGEN reading curriculum for students in grades K-5 for the 2013-2014 school year, students in early childhood grades promoted to the next grade will be familiar with the school's reading program as well its program requirements. In addition, students will become more familiar with taking Performance Based Assessments as a basis for determining one factor for student achievement in both reading and writing.
Parents of students in all grades, but especially those in early childhood, are encouraged to attend information meetings with their child's teacher at the beginning of the school year for the purpose of gaining basic knowledge regarding the various curricula offered at the school as well as the academic intervention services available to all students.
All parents are encouraged to attend monthly PA meetings as well as School Leadership Team meetings so that they can receive information regarding the early childhood curricula, activities, programs, and events taking place at the school so that they can better support their child's education.
At the end of each school year, teachers of the upcoming grade meet to reorganize classes, discuss achievement and transfer cumulative records folders.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet during their common preps as well as during Collaborative Team Meeting time to reflect, review, and/or adjust end of unit assessments to be administered in the classroom. These teacher-prepared assessments helps drive instruction.

School principal meets monthly with grade/department leaders to assess class and grade data.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- conduct parent workshops for the Scholars program to empower parents with strategies that will enable them to nurture their intelligence;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- The Parent Coordinator will establish and maintain list serve email communication to update and inform parents of school-wide activities and initiatives, as well as serving as a communication tool for parents to reach out via email to the Parent Coordinator;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events throughout the school year;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- strengthening the home school connection through utilization of JUPITER, an online communication tool that allows teachers to communication directly with parents about their individual child's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- provide opportunities for grade eight students to earn service credit by performing school based community service;
- middle school student collaboration with lower grade students to support academic achievement;
- complete my homework and submit all assignments on time;
- exhibit model/positive behaviors in all areas in the school to earn "Keys" as part of the school's effort to reward excellent values and character;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>066</b>
School Name <b>P.S./I.S. 66K</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Lucille Jackson</b>	Assistant Principal <b>Mohamed Khan</b>
Coach <b>Rena Varela</b>	Coach <b>Rose Naccarato</b>
ESL Teacher <b>Rochelle Honigsfeld, S. Radow</b>	Guidance Counselor <b>Lisa Richardson</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Arlene Jobe</b>
Teacher/Subject Area <b>Julie Yarimi, SETSS</b>	Parent Coordinator <b>Anthony Baker</b>
Related Service Provider <b>type here</b>	Other <b>M.Faustin/Translator H/C</b>
Network Leader(Only if working with the LAP team)	Other <b>Harold Hills, Dean</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>761</b>	Total number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>2.50%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	0		2	0		1	0		19
Total	16	0	0	2	0	0	1	0	0	19

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-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	1		1	1	1	1						7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1				1		1						5
Haitian					1		1							2
French				1	1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1			1	1						3
<b>TOTAL</b>	3	2	1	2	3	2	3	3	0	0	0	0	0	19

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	3					2		1						6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1	1				2							4
Advanced (A)		1		2	3		1	2						9
Total	3	2	1	2	3	2	3	3	0	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2			3
4					0
5	2				2
6	1				1
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						3
4	1								1
5	3								3
6	2								2
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools that are used by the staff include, but are not limited to the following: ECLAS, Fountas & Pinnell, Ready-Gen, DRA, TCRWP, Foundations, Treasures Leveled reading libraries and differentiated workbooks. Teachers conference throughout the year with individual students to determine the student's current reading level. Running records are used to determine reading accuracy, reading comprehension, fluency, retelling skills, and writing proficiency. Using these assessment tools, teachers are able to gain insight into the strengths and weaknesses of their students. Once a student's needs are identified, they are grouped accordingly. This also informs the delivery of instruction and allows for differentiation using flexible grouping.

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? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR modality analysis report is not available for the Spring 2013 NYSELAT exam.

4. For each program, answer the following:
  - a. 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?
  - a. In the past, students have generally shown greater weakness in the reading and writing modality. ELLs take tests in English and not in their native language in all content areas. In the future if an ELL demonstrates the need for a translated version of the exam the school will afford them the opportunity to take the test in their native language. Periodic assessments will be administered to all ELLs throughout the year.
  - b. ELL are administered the Benchmark Assessments aligned to the NYS curriculum. Results are shared with parents by way of progress reports, Jupiter grades, PTCs.
  - c. Teachers are including ELL students in their lesson planning by differentiating instruction. A library and glossary is provided for all ESL population.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. The RtI model is designed to determine whether students are benefiting from an instructional program within a reasonable time, build more effective instructional programs for students who are not benefiting, compare the efficacy of different forms of instruction, and design more effective, individualized instructional programs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

With an understanding of the child's linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in their native language to support their English reading comprehension. There are many factors that influence the language learning process and corresponding academic development. These include, but are not limited to: familiarity with and exposure to English, degree of proficiency in English and the native language, opportunities to learn language(s) and build knowledge (in any language) in school and the community, and prior schooling experiences.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Of the students who have 2 NYSESLAT scores (2012, 2013), two of nine students showed growth in overall proficiency levels between the two years. The remaining seven stayed at the same level. Five of our students are new admits and only have a LAB R score. In the coming year we will compare progress between the LAB R and the NYSESLAT for these students. Additionally, we

measure success for our ELL students through the ELA and Math data. Current results indicate that students are performing below grade level. We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level.

According to the NYSESLAT exam history report, thirty to forty percent of the ELL population test out of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year. Students in grades six through eight take Spanish as their language elective. In order to ensure continued success of former ELL students, professional development opportunities are offered to teachers, guidance counselors, school-based support personnel, and paraprofessionals throughout the year. ESL strategies to address the needs of our ELL population are embedded into all workshops.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Two certified ESL teachers, Rochelle Honigsfeld and Susan Radow, conduct the initial screening process within a period of ten school days. Although the ESL teachers do not speak another language, translators are available if needed and/or the Translation and Interpretation center is called. Students who are new to the system are identified based on their HLIS (Home Language Information Survey) and an informal oral interview in English or in the native language is conducted. Spanish speaking students are administered the Spanish LAB to determine which language is dominant. All Spanish-speaking new entrants who score at or below the cut scores on the LABR must be administered the Spanish LAB in order to determine language dominance for instructional planning. Ms. Honigsfeld, certified ESL "F" status teacher, Ms. Radow, certified ESL "F" status teacher administer the LABR as well as the Spanish LAB test under the guidance of Mr. Khan, AP and Testing Coordinator.
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.  
The ELL parent orientation takes place within ten school days of being admitted to the New York City School System. If a student tests in as an ELL through the LABR then the parent is sent an entitlement letter indicating the student is entitled to ELL services. The parent is invited to the ELL parent orientation. At the ELL parent orientation, parents watch the DVD which is also available on line. The ESL teacher explains the three programs available in the city, transitional bi-lingual, dual-language and ESL. If a parent chooses a bilingual program we explain that we will place their name on a list for such program. Should we meet the required numbers of 15 parents with the same home language requesting a bilingual program in two contiguous grades we will contact them about forming such a program. If the parent insists on a bilingual program then we will contact Central Office of ELLs in order to facilitate a transfer to a neighboring school that offers such a program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are distributed to the students to bring home to their parents. In orientation meetings parents have the opportunity to view an ESL DVD and receive ESL materials. At the parent orientation, parents complete the program selection form and the parent survey. At the end of the orientation all forms are collected. Forms returned by the parents are given back to the ESL provider and copies are retained in the ESL classroom and stored in the assistant principal's office.
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.  
Once the parents select a program, placement letters are sent to the parent and a copy is maintained in a file in school (room 121). The letter is provided in the preferred language of the parent. ELLs who are continuing ELL services in the school receive a

continued entitlement letter every year until they test out through the NYSESLAT; copies of this are also kept on file in the school. If a student tests out as per the NYSESLAT the student receives a non entitlement letter. Parent choice is recorded in the ELPC screen in ATS within 20 days of a student being admitted to the NYC School System. Parent choice is based on the three choices available in NYC; TBE, DL & ESL.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ATS report, NYSELAT eligibility roster, and LABR are used to determine which students are eligible for the NYSELAT. Identified students are administered the four components which include reading, writing, speaking and listening. Ms. Varela, Literacy Staff Developer and Ms. Naccarato, Early Childhood Staff Developer administer the NYSESLAT. Make-ups are administered to ensure that students receive all 4 modalities of the exam.
6. 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.) 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.   
PS/IS 66 offers the three programs available in NYC to Parents. To date, one hundred percent of parents have selected ESL. Therefore, the program model offered at the school is in alignment with parent choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The school implements a free standing ESL program. Students receive ESL through pull-out instruction from a certified ESL teacher. These students are grouped according to proficiency/grade level.

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)?

Two F-status teachers provide instructional support for students who receive ELL services. Communication between the ELL teacher and classroom teachers is ongoing to ensure academic rigor. Beginner and Intermediate students receive 360 minutes of ESL as per CR-part 154. Advanced students receive 180 minutes of ESL. Native language support is integrated into the ESL model.

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 foster language development and meet the demands of the Common Core Learning Standards.

As an implication for language acquisition, all units of ESL instruction for ELLs will be based on content area and during the pull-out sessions students will be supported through the use of strategies as outlined in the comprehensive approach to balanced literacy and comprehensive approach for mathematics. Focus will be on reading, writing, listening, comprehension and speaking as the five standards for ESL instruction are followed. Literacy, math, social studies and science are taught through connections with language development. All classes are heterogeneously grouped with the exception of the Scholars Students, who are grouped together. Classes travel together as one group. Students who are deficient in writing are helped using the pull-out model for small-group instruction. Academic Intervention providers work on these skills in a small group setting. Period 9 has been restructured to include the bottom third of Grades 1-8. Both ELA and Mathematics are taught during this period. Many ELL students are in attendance. All Mathematics and ELL curriculum is aligned to the Common Core Learning Standards. Computer-assisted instruction as well as audio and video aids are used to foster achievement in all subject areas. The proficiency level of entitled students is determined by using the NYSELAT Exam history Report, RLAT.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Spanish speaking ELLs are administered the Spanish Lab if they score below the cut score on the LABR upon entering the NYC School System. ELLs also are entitled to receive the testing modification of taking NYS content area exams in the native language.

Language instruction is aligned to ESL and ELA learning standards. All elements of balanced literacy are incorporated into the instructional program, which includes manipulatives, visual aids, books on tape, videos, computers, smartboards, laptops, lcd projectors, overhead projectors, listening centers, charts, and field trips to enable our ELLs reach the standards.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELLs are administered the English Periodic Assessment. The administration conducts data meetings to analyze the results from each assessment in order to better inform instruction and target the needs of all students including ELLs. As a result of data analysis, the school community has learned that vocabulary, comprehension and inferencing skills require further development for ELLs. Lesson plans document differentiated strategies and flexible groups to address these specific targets. We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level. According to the NYSELAT exam history report, thirty to forty percent of the ELL population test out of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. Currently our school does not have SIFE students. However, if the school were to admit a SIFE student, steps would be taken ensure success. The ESL teachers will meet with staff developers, classroom teachers and supervisors, to plan and design instruction for ELLs.
- b. Newcomer ELLs meet with the School Assessment Team to become acclimated to the school community. Classroom teachers assign a class buddy or mentor to provide a smooth transition. These students receive the mandated minutes of instruction according to CR-part 154.
- c. Four to six year ELLs receive mandated minutes of instruction as per CR-part 154. Academic Intervention Service Provider sees 1 fifth grade student individually 3x per week for reading and writing, grade 7 ELA teacher works with 1 student individually for reading and writing. Services are also provided through period 9 instruction.
- d. Students who are identified as long term ELLs will be provided with additional instructional time in literacy and get small group instruction and push-in services. Targeted interventions for math include hands-on activities to tell time, count money, add, subtract and multiply. Social Studies interventions include the development of map skills, use of audio visual aids in content area instruction and the use of multicultural literature. Social Studies and Science content area instruction is supported by instructional materials aligned to the standards through the development of themes and content topics and hands on activities.
- e. Former ELLs are entitled to testing accomodations for up to two years after testing out of the NYSESLAT. \* (describe support services former ELLs receive during the first two years after exiting)
7. 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?
- Instructional strategies for ELL-SWDs include the use of audio visual aids, maps, hands-on activities, multicultural literature. Comprehensive literary approaches include independent writing and word study as well as guided, shared and independent reading. Resources used for Level 4 and 5 include "English, Yes." Levels A,C, and E use "Just right Reading" and Levels A, B, and C include " Best Practices in Reading" and "Exploring Idioms in English." Communication between the ELL teachers and the classroom teachers is ongoing to ensure academic rigor.
- ELLs who are identified at risk or who have special needs are evaluated by the SAT with the parent's approval to determine what other services are needed. Service for ELLs who also receive Special Education services are provided in accordance with students' Individual Education Programs. To ensure equal access to all students, classroom teachers are notified of any programs that students may be eligible to apply for (eg. Student Council, Service Squad etc). After school tutorial programs are offered to students in grades three through eight in math and ELA.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Currently none of our ELLs are in a full time special education setting. ELLs with disabilities receive SETTS/and or Speech. Students are mainstreamed in general education classes.

**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
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### 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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. 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.

Teachers identify students to be targeted for intervention (which include ELLs) based on ELA/Math scores and Running Records, Treasures placement tests, classroom conference/anecdotal. Language instruction is aligned to ESL and ELA learning standards. P.S./I.S. 66 acknowledges the importance of integrating both language and content. Content area instruction is supported by the acquisition of instructional materials aligned to the standards and through the development of themes and content topics. Resources used for grades 4 and 5 include "English, Yes." Levels A,C, and E use "Just right Reading" and Levels A, B and C include " Best Practices in Reading" and Exploring Idioms in English". We use Reflex Math, after school programs /remediation, Math Manipulatives, and Foundations in Math. Social Studies interventions include the development of map skills, use of audio visual aides in content area instruction and the use of multicultural literature. Social Studies and Science content area instruction is supported by instructional materials aligned to the standards through the development of themes and content topics and hands on activities. Period 9, which is made up of students in need of Academic Intervention Services, provides instruction on Mondays and Tuesdays from 2:40-3:30 PM in ELA and Mathematics. See # 14 for materials and resources used. Students are given individualized attention according to strengths and weaknesses.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level. According to the NYSESLAT exam history report, twenty five percent of the ELL population test out of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year.

11. What new programs or improvements will be considered for the upcoming school year?

Period 9, which is made up of students in need of Academic Intervention Services, provides instruction on Mondays and Tuesdays from 2:40-3:30 PM in ELA and Mathematics. ELLs are included in this after-school program. In addition, there are a number of enrichment activities which are provided after school and include ELL students. Examples include ELA and Math Support, Word and Vocabulary Development, Italian Club, Culinary Arts, School Play, Chorus, Piano Instruction, Cheerleading, Basketball, and the Champs Program.

12. What programs/services for ELLs will be discontinued and why?

At the present time, we do not plan to discontinue any programs that we have in place. Each program is highly effective and promotes a love of learning in our students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are involved in all of our school programs. Parents receive invites in their preferred language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The following instructional materials are used to support ELLs: Smart Boards, laptops, computers, listening centers, overhead projectors, audio visual aids, maps, hands-on activities, integration of visual arts, conferencing, peer tutoring, hands on activities/games, multicultural literature, kinesthetic activities/TPR, use of manipulatives, integration of music, independent/group work, and listening/speaking activities. The following materials and strategies are used for effective instruction:

Materials and Strategies

Treasures Reading Anthology (and guided readers K-5)

Treasures Supplemental ESL Activities (K-5)

Ready-Gen Reading Program

Class Novels

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

Glencoe Supplemental ESL Activities (6-8)

Envision (K-5)

Fountas and Pinnel

New York Science (K-8)

Creating America (K-8)

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

Small group instruction

Graphic organizers  
 Hands on activities  
 Integration of visual arts  
 Best Practices in Reading (K-5)  
 Conferencing  
 Peer Tutoring  
 Hands on activities/games/Multicultural literature  
 Use of multimedia materials  
 Kinesthetic activities/TPR  
 Integration of technology  
 Use of manipulatives  
 Integration of music  
 Independent/group work  
 Listening/Speaking activities  
 Language instruction is aligned to ESL and SWD students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
 Language instruction is aligned to ESL and ELA learning standards. All classes are taught in English. Students' native languages are not used in instruction or assessment. A library and glossary is provided for all our ESL students, and students have opportunities to engage in their native language for comprehension purposes. They role play and have purposeful talk in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
 Students receive services and supports that correspond to their appropriate age/grade level. \*(how are students pulled)
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
 Newly enrolled ELLs meet with administration, members of the School Assessment Team to become acclimated to the school community. Classroom teachers assign a class buddy or mentor to provide smooth transition. Newly enrolled ELLs who achieve proficiency on the LAB-R may be given a transition letter or remain in the freestanding ESL program at the parent's request. Newly enrolled ELLs who are not proficient as indicated on the RLAB are given a Continued Entitlement letter. New ELLs who enroll throughout the year are encouraged to participate in all school-wide activities, both during the day and after school.
18. What language electives are offered to ELLs?  
 Students in grades six through eight take Spanish as their language elective. In addition, Italian language is offered as an after-school enrichment program.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1&2 - September 3, 4, 11, 18, 2013- Curriculum Planning/Development, Building Resiliency in School Communities - September 26, 2013, Danilelson's Framework for Teaching - October 9, 2013, NYSESLAT training 2013. Professional development opportunities are offered to teachers, guidance counselors, school based support personnel and paraprofessionals throughout the year. Topics include, but are not limited to English Language Arts, the writing process, Mathematics, Science, Social Studies, analyzing student work/data, the arts, socialization and character, multiple intelligences and differentiated instruction, etc. ESL strategies to address the needs of our ELL population are embedded into all workshops. ESL teachers attend network, citywide and national conferences and trainings to keep abreast of current ESL trends as well as workshops provided by the office of ELLs. Those workshops include ESL and data analysis, differentiated instruction for ELL's, tiered

instruction, reading and writing strategies for ESL teachers, etc. The ESL teachers are ESL certified, and related services and mainstream teachers are certified in their areas.

3. NYSESLAT PD, Common Core PD - on site training, this ensures that the ELL teachers are able to support their students in both the ELA and Math curriculum.

4. All school staff are provided with ongoing professional development opportunities (a minimum of 7.5 hours) at grade conferences, faculty conferences, and workshops that enable them to increase ELL student achievement. Professional development opportunities include but are not limited to understanding the Home Language Identification survey HLIS and ESL placement, a review of the ESL program, modifications for ELLs strategies for teaching ELL's in the

mainstream classes, appreciating the different cultures and languages in the school and how to best support ELL's in rigorous academic tasks through scaffolding and bridging techniques. Attendance documentation is maintained by administration. Intra-visitations and collaborative meetings between classroom teachers and ESL providers serve to observe best practices and provide a smooth transition from one school level to another. The 7.5 hours of ELL training is conducted through faculty conferences

held during the day, professional development workshops and during collaborative team meetings held on Wednesday afternoons. Records of these activities are maintained in an administrative binder in the principal's office.

## D. Parental Involvement

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

The Parent Coordinator collaborates with the School Assessment Team and the Parent Association to plan and implement workshops for all parents. In addition, there are special workshops for parents of ELL students. Teachers involve parents through parent teacher conferences, classroom visitations, parent/student academic activities, and field trips. Community based organizations that support parent involvement include: The Friends United Block Association, Chase Bank, NYU Parent Corps and Bridges. A parent needs survey evaluates the needs of the parents and enables the school to plan accordingly. Parents have participated in activities that include but are not limited to: Student assemblies, Spelling Bees, Thanksgiving Food Drive, Concerts, Basketball Team, Senior Day, March of Dimes Fund Raiser, Movie Night, Field Trips, and Bake Sales.

We review the results of the NYC Parent survey yearly. In addition, Evaluations are completed by parents at the end of each parent workshop in order to plan future Parent Workshops.

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

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

## E. 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.

## Part VI: LAP Assurances

**School Name: PS/IS 66****School DBN: 18K066****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lucille Jackson	Principal		1/29/14
Mohamed Khan	Assistant Principal		1/29/14
M. Anthony Baker	Parent Coordinator		1/29/14
Rochelle Honigsfeld	ESL Teacher		1/29/14
Arlene Jobe	Parent		1/29/14
Julie Yarimi, SETSS	Teacher/Subject Area		1/29/14
	Teacher/Subject Area		
Rena Varela	Coach		1/29/14
Rose Naccarato	Coach		1/29/14
Lisa Richardson	Guidance Counselor		1/29/14
	Network Leader		
S. Radow	Other		1/29/14
M. Faustin/Translator/H/C	Other		1/29/14
Harold Hills, Dean	Other		1/29/14
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **18K066** School Name: **P.S./I.S.66K**

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

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

**Part A: Needs Assessment Findings**

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

All pertinent information is communicated to the parents in all languages during registration. If not available, translators are available to assist and inform. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education.  
ELL teachers are also called upon as a support system.

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.

Parents were well informed and thankful that we are a staff that is sensitive to the school community. Findings were reported to school community through the Parent Association Meetings and SLT meetings as well as the Parent Coordinator. The school is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

## Part B: Strategies and Activities

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

School and Parent Coordinator will seek assistance to provide translation services needed as per the Parents' Bill of Rights. Social/Family worker will be responsible for parental communication/outreach. In addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document. Translation services will be provided by in-house/school/staff/parent volunteer

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

Oral interpretation services will be provided by volunteers on an as need basis. Oral interpretation will be provided by in house/school staff or parent volunteers. Depending upon availability, such interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone. Translation services will be provided by in-house/school/staff/parent volunteer

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 offices is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available in the Parent Coordinator office. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.