



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 66 QUEENS JACQUELINE KENNEDY ONASSIS SCHOOL

DBN (i.e. 01M001): 27Q066

Principal: PHYLLIS LEINWAND

Principal Email: PLEINWA@SCHOOLS.NYC.GOV

Superintendent: MICHELE LLOYD-BEY

Network Leader: JEAN MCKEON

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
Phyllis Leinwand	*Principal or Designee	
Marygrace O'Gara	*UFT Chapter Leader or Designee	
Moraima Mojica	*PA/PTA President or Designated Co-President	
Helen Scavone	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	
Patricia Sheehan	Member/ CSA	
Allegra Boriello	Member/ UFT	
Donna Reynolds	Member/ UFT	
Ileana Lopez	Member/ Parent	
Italia Estrada	Member/ Parent	
Myra Perez	Member/ Parent	
Maria Cintron	Member/ Parent	
Mabel Felix	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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

Comprehensive Needs Assessment

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

Through review of our most current quantitative and qualitative data, it was determined that all student groups showed increases in performance on the ELA assessment including the SWD subgroup. As a result of a three year trend analysis, we have made great progress for our SWD subgroup for the school year. Aggregate performance on the NYS ELA for SWDs was 20.4% at level 3 and above, and 85.7% at level 2 and above. It is important that we continue to focus on the students scoring in Level 1(14.3%) and 2 (65.3%) to provide them with the instructional strategies to bring them up to proficient language levels.

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

1. Our classroom teachers receive PD from the APs and SETSS teachers on a monthly basis in the use of strategies in all curriculum areas. Interim assessments will monitor and help revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

2. Data room availability: a data room will be designated so that the data specialist and other instructional teacher teams will have a location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room focusing on SWD students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including Levels 1-4.

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

1. Assistant Principals for SWDs, Staff Developers, Data Specialist, SETTS and ICT teachers.
2. Assistant Principals for SWDs, Staff Developers, Classroom teachers, Data specialist.

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

1. Teachers servicing SWDs (ICT teachers, SETSS)
2. Teams of Teachers working with SWDs, and former SWDs not making acceptable gains.

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

- 1 Implementation Timeline: September 2013 through June 2014
- 2 Implementation Timeline: September 2013 through June 2014

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

1. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
2. Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
NYC Baseline and Fall & Winter Benchmarks Assessment Dates: October, 2013, and January & March, 2014.

At PS 66

- All SWDs will participate in literacy-based programs that have been established as part of the overall instructional program.
- All SWDs will be encouraged to attend before and after school programs and extended day.
- Teacher per session 4 days per week.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

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).

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

- In September the school will host “Meet the Teacher Night” where parents are introduced to the teacher, the curriculum goals and student expectations.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- Parent Coordinator will host bookmaking and storytelling workshops for parents.
- The Parent coordinator and other staff, will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- At an Open House, the parents of Students with Disabilities will receive an orientation session on state standards assessment program, school expectations and general program requirements.
- Parent workshops will focus on basic educational concerns.

Students with Disabilities/Professional Development: Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

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	Title IA	X	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.

ARRA RTTT Data Specialist, Contract for Excellence, Idea RS IEP Para; School Support Supplement, TL Parent Coordinator, TL 09 C4E CTT, NYSTL textbooks, NYSTL hardware & software, NYSTL Library books.

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

Comprehensive Needs Assessment

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

Through review of our most current quantitative and qualitative data, it was determined that all student groups showed increases in performance on the ELA assessment except for the ELL student subgroup who underperformed all other student groups. As a result of a three year trend analysis, we have made progress for our ELL subgroup a priority goal for the school year. Aggregate performance on the NYS ELA for Limited English students was 11.65% at level 3 and above; and 55.84% at level 2 and above. It is important that we focus on the students scoring in Levels 1(41.9%) and 2 (44.19%) to provide them with the instructional strategies to bring them up to proficient language levels.

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

1. Professional development: Our classroom teachers receive PD from the ELL teachers on a monthly basis in the use of ELL strategies in all curriculum areas. Interim assessments will monitor and help revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Data room availability: a data room will be designated so that coaches and other instructional teacher teams will have a location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room focusing on ELL students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including Levels 1-4.

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

1. Assistant Principal for ELLs, Staff Developers and Data Specialist.
2. Assistant Principal for ELLs, Staff Developers, Classroom teachers, and Data Specialist

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

1. Teachers servicing ELLs and students in the ELL subgroup.
2. Assistant Principal for ELLs, Staff Developers, Classroom teachers, and Data Specialist

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

1. September 2013 through June 2014
2. September 2013 through June 2014

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

1. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
2. Staff determined that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
NYC Baseline and Benchmark Assessment Dates: October, 2013, and January & March, 2014.

At PS 66

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

- Direct instruction and high quality professional development to have a positive and lasting impact on the teachers’ performance in classrooms.
- Teacher per session 4 days per week.
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

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).

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

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

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

TL Parent coordinator; NYSTL hardware and Software; NYSTL Library Books

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

Comprehensive Needs Assessment

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

Through review of our most current quantitative and qualitative data, it was determined that all student groups showed increases in performance on the MATH assessment including the ELL student subgroup. As a result of a three year trend analysis, we have made progress for our ELL subgroup a priority goal for the school year. Aggregate performance on the NYS MATH for Limited English students was 15% at level 3 and above with 57.5% at Level 2 and above. It is important that we continue to focus on the students scoring in Level 2 (42.5% at level 2) and Level 1 (42.5%) to provide them with the instructional strategies to bring them up to proficient math levels.

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

1. Professional development: Our classroom teachers receive PD from the ELL and Math Coach teachers on a monthly basis in the use of strategies in math curriculum. Interim assessments will monitor and help revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
2. Data room availability: a data room will be designated so that coaches and other instructional teacher teams will have a location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room focusing on ELL students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in MATH, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including Levels 1-4.

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

1. Assistant Principals for ELLs, Staff Developers and Data Specialist
2. Assistant Principal for ELLs, Staff Developers, Classroom teachers, and Data Specialist

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

1. Teachers servicing ELLs and students in the ELL subgroup.
2. Assistant Principal for ELLs, Staff Developers, Classroom teachers, and Data Specialist

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

1. September 2013 through June 2014
2. September 2013 through June 2014

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

1. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. Staff determined that a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed. NYC Baseline and Benchmark Assessment Dates: October, 2013, and January & March, 2014.
2. The school has two Pre-K classes that focus on improving the oral language abilities, emergent math skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades. All ELLs will participate in math programs that have been established as part of the overall instructional program. All ELLs will be encouraged to attend before and after school math programs.

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).

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

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

Parents will be trained on how to use ARIS Parent Link.

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	X	Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
TL Parent coordinator; NYSTL hardware and Software; NYSTL Library Books										

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.

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.
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3. Strategies/activities that encompass the needs of identified subgroups
1.
4. Key personnel and other resources used to implement each strategy/activity
1.
5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
6. Timeline for implementation and completion including start and end dates
1.
7. 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.										
	Tax Levy		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
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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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **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.

	Tax Levy		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.

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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Academic Interventions:</p> <ul style="list-style-type: none"> • FUNDATIONS Phonics and Phonemic Awareness Grades K, 1, and 2. • ELA/Reading strategies and skills • Before and after school AIS programs • 37 ½ minute Extended Day • Small group instruction • Lunch & Learn small group instruction <p>We Utilize:</p> <ul style="list-style-type: none"> • Wonders Reading System • Kaplan K-12 Strategies to prepare for ELA • In grades K-2, at-risk students are assessed in phonics and phonemic awareness using Wilson Foundations and ECLAS 2. • Leap Frog Schoolhouse is incorporated into the ELL classroom • In the 37 ½ minute Extended day for small group instruction, the READY ELA is used to reinforce reading skills and strategies. • Month by Month phonics. • Summer Success for those 	<p>Small group:</p> <p>Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy. To reduce student ratio, a teacher push-in model in literacy is implemented. The teachers can spend more time targeting the individual needs of each child including children with special and language-learning needs.</p>	<p>During school day.</p> <p>Both before and after school.</p> <p>Extended day.</p>

	<p align="center">Level 1 or 2 students.</p> <p>Academic Interventions:</p> <p>AIS personnel provide additional instruction for at-risk children in the areas of reading and writing. Test data and teacher evaluation is used to identify Level 1 and Level 2 students and to drive instruction.</p>		
<p>Mathematics</p>	<p>Academic Interventions:</p> <ul style="list-style-type: none"> • Before and after school AIS programs • 37 ½ minute Extended Day • Small group instruction • Lunch & Learn small group instruction <p>We utilize:</p> <ul style="list-style-type: none"> • EnVisions Math System • READY Math for Extended Day • Kaplan K-12 Strategies • Manipulatives in math instruction to promote repeated exposure to new concepts and skills to foster mastery. • AM and PM programs focusing on the remediation of specific skills for students showing weakness in math (level 1 and 2). • NYC pacing calendar will be used as a guide for grade topics. • Summer Success for those Level 1 or 2 students. <p>AIS personnel provide additional</p>	<p>Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving math skills. To reduce student ratio, a push-in model in math will be implemented. The teachers can spend more time targeting the individual needs of each child.</p>	<p>During school day.</p> <p>Both before and after school.</p> <p>Extended Day</p>

	<p>instruction for at-risk children in the area of math. Test data and teacher evaluation is used to identify Level 1 and Level 2 students and to drive instruction</p>		
<p>Science</p>	<p>Academic Interventions:</p> <ul style="list-style-type: none"> • Small group instruction • Extended Day 37 ½ minutes <p>AIS personnel will implement a hands-on discovery based science intervention.</p> <p>Reading in the content area of science is emphasized with related writing skills integrated into the lessons.</p> <p>Teachers incorporate non-fiction science books into the balanced literacy block. We have increased science content area leveled books in our guided reading program to be used during instruction.</p>	<p>Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels.</p> <p>Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.</p>	<p>During the school day.</p>
<p>Social Studies</p>	<p>Academic Interventions:</p> <ul style="list-style-type: none"> • Small group instruction • Extended Day 37 ½ minutes • <p>AIS personnel will implement a program to provide strategies and methods to help in gathering information.</p> <p>A variety of Document Based questions is used to familiarize students with a format for finding and</p>	<p>Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels.</p> <p>Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.</p>	<p>During the school day.</p>

	<p>recording information.</p> <p>Teachers incorporate historical fiction and non-fiction history books into the balanced literacy block. We have increased social studies content areas leveled books in our guided reading program to be used during instruction.</p> <p>Current events and using the newspaper is an integral part of the SS curriculum.</p> <p>Map skills are a primary focus in all instruction.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Guidance services are used to improve the conflict resolution skills of the students. The guidance counselor provides support for new teachers in this area as well as defining student referral policies. H/she will continue with our school wide behavior modification incentive program. The interventions, as delineated in the New Continuum Plan will focus upon providing students with on-going support services. Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and of others to better reach their full potential.</p> <p>Our school psychologist is at our school on a part time basis. She does not provide AIS services. She is only</p>	<p>One to One</p> <p>Small Group</p>	<p>During School Day.</p>

	<p>responsible for evaluations and re-evaluations.</p>		
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Our school's social worker is at our school on a part time basis. She does not provide AIS services.

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

3. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<p>At PS 66:</p> <ul style="list-style-type: none"> • All recruited teachers will be appropriately certified and highly qualified MATH and ELL teachers. • The Principal will work closely with the Network Director of Human Resources who will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. • Mentors are assigned to support struggling and un-qualified teachers. • The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. • Professional development will be on-going at bi-monthly grade conferences, monthly faculty conferences and as needed to be provided by the Coach. • The Principal in collaboration with the Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

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).
<p>Professional development (PD) is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals. PD is coordinated by the administration and a Curriculum Team, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assisting teachers' individual needs for professional development. The PD will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. PD will be on-going at bi-monthly grade conferences, monthly faculty conferences and as needed.</p> <p>All teachers with ELL students in their classes are trained in appropriate instructional strategies so as to meet the needs of the children within the confines of their classrooms. In addition, the ELL teacher will provide additional support and staff development as needed. Staff development for reading in the content area to focus on a variety of teaching strategies will be provided as needed. The ESL teacher provides PD to classroom teachers. All teachers who have ELL students are provided with appropriate instructional strategies in order to meet the needs of the children within the confines of their classroom.</p>

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.).
<p>Students living in temporary housing will be provided with the same educational services we provide all our students using Title I funding. This includes AIS services, ELL services, IEP services, and counseling. They will also be provided with free lunch and free transportation will be coordinated to and from school.</p> <p>Our Parent Coordinator and Guidance counselor will assist the family with outreach organizations and counseling services. The Family Assistant will meet with families residing in a shelter prior to their moving into permanent housing to ensure a smooth transition.</p>

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.).

Student transition:

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.□

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.

At PS 66, we will include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program. Teachers will meet periodically to be staff developed in understanding the meaning of test results and will use test data to drive instruction.

Teachers will have many opportunities to discuss assessments particularly at the following:

- Chancellor’s Conference Day planning
- Monthly Faculty Conferences
- Grade Conferences held bi-monthly
- Meetings with the Administration on a needs basis

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 27	Borough Queens	School Number 066
School Name Jacqueline Kennedy Onassis School		

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 Phyllis Leinwand	Assistant Principal Patricia Sheehan
Coach type here	Coach type here
ESL Teacher Marian Wing Yan Kudo	Guidance Counselor Fallon Panetta
Teacher/Subject Area Ryan Kotchek/ESL teacher	Parent Moriama Mojica
Teacher/Subject Area Lisa Cuiman/ESL teacher	Parent Coordinator Francisca Vidal
Related Service Provider Carrie Pinto/SETSS teacher	Other Helen DeSario/A. P.
Network Leader(Only if working with the LAP team) type here	Other Theresa DiLiberto/Data Special

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	502	Total number of ELLs	99	ELLs as share of total student population (%)	19.72%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)	0													0
Freestanding ESL														
Pull-out	3	1	2	3	3	3								15
self-contained	0	1	0	0	0	0								1
Total	3	2	2	3	3	3	0	16						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	77	ELL Students with Disabilities	19
SIFE	27	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	77	27	8	19	0	0	0	0	0	96
Total	77	27	8	19	0	0	0	0	0	96

Number of ELLs who have an alternate placement paraprofessional: 5

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	17	10	10	10	18	8								73
Chinese		1												1
Russian														0
Bengali		1	2	3	2	2								10
Urdu														0
Arabic	2	2	3	1	1	2								11
Haitian														0
French														0
Korean														0
Punjabi	1	1			1									3
Polish														0
Albanian														0
Other		1												1
TOTAL	20	16	15	14	22	12	0	0	0	0	0	0	0	99

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)	11	0	3	2	5	4								25

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)	0	9	6	1	6	1								23
Advanced (A)	9	6	6	9	11	7								48
Total	20	15	15	12	22	12	0	0	0	0	0	0	0	96

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	9	8	2	0	19
4	5	6	1	0	12
5	4	5	2	1	12
6					0
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	9	4	7	3	1	1	1	1	27
4	4	1	8	0	1	1	0	0	15
5	4	1	5	0	3	0	0	0	13
6									0
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		3		8		4		15
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.

1. Our school uses LAB-R, Wonders Reading Program, Treasure Chest Reading Program for ELLs Unit Assessments, weekly conference logs during guided reading, Fountas and Pinnell, PPR Goals, NYSESLAT (RLAT/RNMR reports), data from NYS ELA/Math exams, Ed Performance to assess the early literacy skills of the ELLs. The data provides insight into each ELL learner in terms of understanding and using the four skills (listening, speaking, reading, and writing) necessary to be English competent. The data from Fountas and Pinnell provides a better perspective on on what level the students are reading on. Through Fountas and Pinnell, the students are assessed on their fluency, phonemic awareness, vocabulary and reading comprehension. The books chosen for their guided reading levels are aligned with the CCSS and they are grouped as approaching, on level or beyond level.

At the beginning of the year, specifically September, Kindergarten students are given the Placement Assessment in literacy. Through this assessment, teachers gain insight into the students letter, phonics and word recognition. Comprehension is also checked through a shared reading.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. After examining the data of students' results on the LAB-R and NYSESLAT, we have noticed a pattern across proficiency levels and grades. Throughout assessment, K-5th proficiency levels are clearly higher in the listening and speaking modalities. The scores also reveal lower proficiency levels within the writing and reading modalities. Based on these results, students are grouped according to their scale scores from the LAB-R and the NYSESLAT. Based on the LAB-R, the Kindergartners are non speakers of English and they fall in the beginner group. In first grade, most of our students are intermediate students and have a deficiency in writing. In grade two, we have mostly intermediate and advanced students with deficiencies in reading and writing. In third grade, most of our students are advanced with weaknesses in reading and writing. In fourth and fifth grade, most are advanced with writing being there most difficult area.

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](#))

3. Patterns across NYSESLAT modalities—reading/writing and listening/ speaking—affect instructional decisions. The ELL teachers, Marian Kudo and Ryan Kotchek, as well as the data specialist, Theresa Diliberto, analyze the students assessments data on the NYSESLAT. Based on the scale scores of reading and writing from the NYSESLAT, ELL students in grades 1 through 5, are grouped for instruction based on this information. Instruction is driven and designed to improve reading and writing strategies. Ongoing professional development is implemented for all staff. ESL strategies will be shared with all classroom teachers. More time will be given to examine student's writing portfolios. More time is allotted to practice all strategies and skills needed to improve the students' proficiency levels within the writing and reading modalities. The AMAO Estimator Tool helps enhance correlation of data across assessments necessary to design a coherent instruction for all ELL learners. Our school uses the AMAO Estimator tool to see to if we met our achievement objectives. The data has revealed that our ELLs have made progress from year to year in learning English. Students have also reached proficiency in learning English. Under state guidelines, students who have reached proficiency are still entitled to ELL support and testing accommodations for two consecutive years. Under AMAO III, students have met adequate yearly progress status in ELA and Mathematics for the ELL subgroup.

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?

4. Currently, all of the ELLs in our school are in the freestanding ESL program. The patterns across proficiencies and grades are that most students are highly advanced in speaking and listening, whereas, writing and reading are in needs of improvement. Students are given

the choice in which language version they would like to use. They have the option to look at the English and native language version, but they write in one booklet. The students use translated grade appropriate glossaries in content areas, except ELA. At this time, our school does not have TBE or Dual Language.

The school leadership and teachers are using the results of the ELL Periodic assessments in the lower grades to group students based on strengths and weaknesses. The assessments that we use in early childhood grades are Fountas and Pinnell, Beginning of the Year Inventory assessment through our reading program wonders. Students also participate in unit and weekly literacy tests. In the upper grades we use the 2012 ELA Item Skills Analysis. This provides lists of student names and specifically identifies strengths and weaknesses through skills and strategies.

In the areas of science, social studies and math, most of the ELL students chose to use the English test version. The ELL students prefer to take the test in English rather than in their native language. However, students who are taking these content area tests for the first time prefer to take tests in their native language with the aid of a translated glossary. Our students tend to perform on a satisfactory level.

The school leadership and teachers are using the results of the ELL periodic assessments to drive instruction. The school leadership will utilize AIS teachers along with the ELL teacher to meet the needs of each ELL student. Their strengths and weaknesses will become clearer using the results of these assessments along with other work the students have completed as evidenced in their portfolios. Through the use of Item Skills Analysis, teachers can group student according to Common Core State Standards, whether a child is meeting or not meeting the standards.

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

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.](#))

5. All students are universally screened in order to place them within tiers. ELL students are given instruction beyond their mandated ELL services if they fall within Tier II or III. Additional instruction in literacy is given in small groups utilizing specialized programs that specifically target their needs with regards to phonological awareness, questioning skills and higher order thinking.

The levels of intervention and instruction increase in duration and intensity over time; and as students improve, measured by reliable and valid assessments, the extra supports are removed. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support occurs in the classroom, and also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction are also tailored to meet ELLs' language needs and are incorporated into research-based intervention strategies. We differentiate our instruction based on our student's various learning styles.

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

6. After meeting and interviewing parents of newly enrolled ELL students, instruction is designed to support the needs of the learner. We try to pair students with other speakers of the same language to help and support their native language and English development. In all areas of instruction, the goal is literacy and vocabulary building. As a building with an abundance of ELLs, all teachers support ELL language strategies, such as scaffolding, labeling objects in the classroom, and utilizing picture cards in vocabulary building.

Based on their performance on various assessments such as the LAB-R, NYSESLAT, and standardized tests, students are grouped accordingly to their proficiency levels. They are also targeted specifically for developments in areas of improvement where they need further instructional support.

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.).

8. After examining NYSESLAT scores and other interim and benchmark assessments, we notice gains in ELLs' language acquisition. The regular classroom teacher observes growing confidence in the children who receive ELL services. We evaluate the success of our ESL program for our ELLs based on progress shown throughout the school year via assessment tools used in the school (e.g. Fountas and Pinnell, Treasures Chest Reading Program Unit Assessments, Wonders Reading Program Weekly Assessments, Periodic Assessments, NYSESLAT, ELA). Student progress is pertinent in our decision making when deciding on an ELL program that is successful for our school. Based on the AMAO I, AMAO II, and AMAO III, our students have met and achieved each of the three aspects. Although, our district as a whole, has yet to attain AMAO I, II, and III, as a Blue Ribbon School, we are confident we will continue to meet and surpass these objectives.

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](#).)

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staffs know what language is used in the home. If the HLIS indicates that a child uses a language other than English, he or she is first informally interviewed through oral dialogue, which is the informal oral interview in English and in the native language, by the school's ESL teachers, Ms. Marian Kudo, Mrs. Ryan Kotchek, Ms. Lisa Cuiman, and other pedagogues. The initial intake of newly enrolled ELL students is at the responsibility of first, Mrs. Leinwand, our school principal, and if she is unavailable, the assistant principals, Mrs. Sheehan and Mrs. DeSario are notified to speak with the parents with assistance from one of the school's ELL teachers. The three ESL teachers possess certifications and licenses in TESOL., Ms. Marian Kudo speaks Cantonese, Mrs. Ryan Kotchek speaks minimal Spanish and Italian, and Ms. Lisa Cuiman speaks minimal Spanish. The support staff who assist in translations include, Ms. Francisca Vidal, Parent Coordinator who is fluent in Spanish, Mrs. Ravinder Kaur, paraprofessional who speaks fluent Punjabi and Urdu, and other paraprofessionals who speak fluent Spanish.

The HLIS is translated in nine languages for parents to determine what language the child speaks at home. The ELL teachers assist the parents in filling out the survey to make sure that it is filled out correctly. If the child speaks English fluently and is capable of using academic language during this initial interview process, the child will not be administered the Language Assessment Battery-Revised (LAB-R) by the school's ESL teachers. However, if the child is unable to respond and has difficulty comprehending questions conducted during the interview then the LAB-R is administered within the first ten school days of initial enrollment as per CR Part 154. Performance on this assessment determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she also takes a Spanish LAB to determine language dominance. Once student is enrolled into the ELL program, the student is given English support services. Parents of newly enrolled ELL students are notified and are invited to the school for orientations to inform them of the different ELL programs that are available. At orientation, parents have the opportunity to receive materials about ELL programs in their home language which includes The ELL Parent Brochure, and to ask questions about ELL services with assistance from translators. Parents are invited to watch the Parent Orientation Video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm> which is offered in 13 languages. At the end of each orientation, the school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed, students receive ELL services

and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program.

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.

2. Once student is enrolled into the ELL program, the student is given English support services. Parents of newly enrolled ELL students are notified and are invited to the school for orientations to inform them of the different ELL programs that are available. At orientation, parents have the opportunity to receive materials about ELL programs in their home language which includes The ELL Parent Brochure, and to ask questions about ELL services with assistance from translators. Parents are invited to watch the Parent Orientation Video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm> which is offered in 13 languages. At the end of each orientation, the school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed, students receive ELL services and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program.

The parents are given the choice of three programs by either Marian Kudo, Ryan Kotchek or Lisa Cuiman. All of these pedagogues hold licenses in TESOL . Being able to articulate the features of the three ELL program models and how they differ is essential to helping parents make informed choices. The programs include Dual Language, the Transitional Bilingual and the freestanding English as a Second Language. While all three programs offer language development and rigor in academic subjects, the amount of instructional time spent in English and native or target languages differ. In TBE and freestanding ESL programs, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). ELLs in Dual Language programs can be instructed in both languages from kindergarten through 12th grade. ELLs do not need to exit the program once they reach proficiency.

Below are the three programs offered:

- Transitional Bilingual Education (TBE) programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English. As students develop English language skills, instruction time in the native language decreases and instructional time in English increases. Schools that offer this model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual English program.
- Dual Language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language, as well as English language skills, throughout schooling while helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language.
- Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible. In high schools, Freestanding ESL programs are mainly departmentalized ESL classes and content courses that use ESL strategies.

If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR part 154. If our school is not offering that program model, then the students will be placed in a neighboring school, within the district that offers it. However,

we will do everything in our power to retrieve the form by sending notes home, making phone calls, speaking with parent/guardian and making home visits, if necessary.

The parents have the first 20 days from initial enrollement to view, understand and select the best language program for their child. Once the program is selected, the ELL teachers complete the ELPC screen.

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](#)].)

3. After students are administered the LAB-R and the student is deemed entitled to receive English support services, the student and parent(s) or guardian(s) are invited to parent orientation where the three program choices are described. Participating parents are asked to complete the survey and forms during the workshops. However, if a parent of an ELL child is unable to attend, letters are sent home with the child and follow up calls are made to the home. If the forms are not returned, the default program for the ELL child is Transitional Bilingual Education as per CR Part 154. Once the entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ESL teachers make photocopies of each form and the original documents are placed into the students' cumulative folders. The photocopies are stored in the ELL classroom.

The pedagogues Marian Kudo, Ryan Kotchek and Lisa Cuiman are all licensed TESOL teachers of ELLs in our school. We ensure that all papers are distributed and collected in a timely manner specifically within the first 20 days of enrollment. Once the letters are returned, and the program selection form is complete, ELL teachers make copies and place in the student's cumulative folders.

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.

4. If a parent does not complete a Parent Survey and Program Selection Form, the school automatically places the child in a TBE program. However, in our school, the TBE program is not available. Parents are informed of a neighboring school within the district where a TBE program is available with the assistance of translators. Yet, most of our parents prefer to keep their children in our school and are often placed into the school's ESL program. Parents have numerous opportunities to discuss program options for their child. We hold parent orientations and workshops to help the parent's choose which option best matches the academic and cultural needs. If a parent is unable to communicate or needs translation in their native language, we use the translated Departmental materials (brochures, DVD's) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed.

The pedagogues Marian Kudo, Ryan Kotchek and Lisa Cuiman are all licensed TESOL teachers of ELLs in our school. We ensure that all placement letters are distributed and collected in a timely manner specifically within the first 20 days of enrollment. Once the letters are returned, and the program selection form is complete, ELL teachers make copies and place in the student's cumulative folders.

The ELL teachers complete the ELPC screen in ATS, within 20 days once the parent's choice is returned to us. We hold a parent orientation which educates parents of the choices available to them in NYC public schools. Translation services are always provided when necessary.

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.

5. Annually, the testing coordinator, Roseann Amore and the ESL teachers; Marian Kudo, Ryan Kotchek and Lisa Cuiman print ATS reports that gather information regarding the ELL population within the school. Such reports are RLER, RLAT for entitled students only, and the RYOS. The RLER report gives an overview of new admissions into the school building before and during the testing time frame. The RLAT provides information regarding the ELL students who are to participate in the exam and the RYOS provides information based on the years of services needed in order to complete the bubbling of scantron answer documents.

The school develops a team of pedagogues, usually consists of the mentioned ELL teachers above and the testing coordinator sited

above, who are responsible for administering the NYSESLAT. Each teacher is responsible for administering the Speaking, Listening, Reading and Writing according to their grade bands. The ELL teachers sit with unbiased pedagogues who are responsible for administering the four modalities during testing. The ELL teachers do not grade their own students on Speaking and Writing, so they are scored impartially.

The students are tested individually during the speaking subtest window by unbiased pedagogues. The scores are transcribed from the response document onto the scantron after the writing subtest.

After the speaking test, the listening test is administered either through teacher directives or the accompanied CD, based on the grade band.

The reading and writing tests are the final components of NYSESLAT and are administered in whole class/whole grade settings. All students with Individualized Education Plans or 504 Plans receive their appropriate testing modifications during the NYSESLAT.

We ensure that all four components are administered in a timely manner, beginning with speaking, followed by the listening, then reading and writing. All tests are administered on different days through a schedule designed and maintained by the school. We group the students according to the grade band and test them in whole group settings, excluding the speaking portion. If a student is absent, they take the test at a later date within the testing window.

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. 

6. After reviewing past Parent Survey and Program selection forms, which are maintained and stored in the ESL classroom, it has become apparent through the rising trend that the parents prefer the freestanding English as a Second Language (ESL) program. In the past four years, from 2009-2013, the dominant language program has been ESL. Parents have expressed their appreciation for promoting literacy within the ESL program. Using English, the students are engaged in many group activities with a strong emphasis on literacy and language development. This program is directly related to all content areas. In this school year 2013-2014, of the 31 newly enrolled students, 29 parents requested the freestanding ESL program for their children and 2 parents chose transitional bilingual programs. However, those parents later changed their decision based on their refusal to transfer their children from our school. The school's program is aligned with what parents have requested. The school offers an extensive push-in and pull-out model. We also offer self contained ELL classes as well. P.S. 66 is comprised of children from many countries. It is important to facilitate their adjustment to their new surroundings. The focus of the ESL program is to enable the students to function effectively within the classroom environment. Annually the school examines the parent choice surveys, prior to designing our language program for the school year. If the trend changes, we will accommodate and reconfigure our programs.

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])?
 1. ESL instruction is delivered for all ELLs as required under CR Part 154. Beginners and intermediate students receive 360 minutes per week of ESL instruction and advanced students receive 180 minutes. Teaching materials are differentiated in each program according to the students' proficiency levels. Instruction will follow the same skills and strategies that are introduced Region wide. The monthly focus for math and literacy are reinforced at these levels. Students in the freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The goals of the ESL program are as follows.
 - Provide academic content-area instruction in English
 - Using ESL methodology and instructional strategies.
 - Using native language support to make content comprehensible.
 - Incorporate ESL strategic instruction.
 - Assist students to achieve the state-designated level of English proficiency for their grade.
 - Help ELLs meet or exceed New York State and City standards.

In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided through the use of glossaries for content areas.
 - a. The organizational models used for our school are pull-out and self-contained. ELL students participate in the ELL portion of the school's reading program, Macmillin McGraw-Hill's Treasures Reading/Language Arts Program where students develop reading skills, vocabulary, phonics, and grammar.
 - b. The program models are dependent on the proficiency levels based on the LAB-R and the NYSESLAT scores. The students are organized homogeneously based on proficiency levels. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).
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)?
 2. The school ensures that the mandated number of instructional minutes is provided according to proficiency levels. Each child is examined using the results of the Lab-R and the NYSESLAT. Using the ELL interim assessments, we will be able to identify specific areas giving the beginners and intermediate students more instructional time per week. The grouping will be based on their proficiency levels.
 - a. ELLs receive ESL instruction as per proficiency levels and as per CR Part 154. Beginners and intermediate students receive ESL instruction 360 minutes per week and advanced students receive ESL instruction 180 minutes per week. All ELL students receive ELA instruction 180 minutes per week. All ELL students receive NLA usage and support 25% of the time.
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.

3. Our students come from varied backgrounds and therefore receive content area instruction in core academic areas in English. Where possible, translations are provided by qualified staff and/or translators, in the native language. Our program for ELLs embodies the conceptual understanding of challenging content and well-developed learning strategies that prepare ELLs to solve problems think critically and communicate in their new language. ELL students in our school obtain academic language through Sheltered English Instruction, an approach in which students develop knowledge in specific subject areas through the use of their second language. Teachers modify their use of English to teach core subjects, (math, science, social studies) in order to ensure that the material is comprehensible to learners and that it promotes their second language development. They adjust the language demands of the lesson in many ways, by modifying speech rate and tone, direct instruction of vocabulary and grammar; repeating key words, phrases, or concepts; using context clues and making extensive use of modeling strategies, relating instruction to students' background knowledge and experience; and using certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction understandable to students of different second language proficiency levels. All of these instructional approaches and methods make content comprehensible to enrich language development and are rigorously aligned to the Common Core Learning Standards.

The materials that we use are the Wonders Reading Program, Treasure Chest Reading Program, Sadlier Phonics and Vocabulary books, Harcourt Science, Envisions Math and STARS to help with reading strategies. The technology programs that we use are Rosetta Stone, Destination Reading, Raz Kids, Brain Pop, Brain Pop ESL, Envisions Math and More Starfall.

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

4. Students in grades 3-5 are responsible for participating in math and science tests in their native languages.

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

5. ELLs are appropriately evaluated in all four modalities of English acquisition through responses to literature, informally through class discussions and presentations, and written responses. The students are assessed weekly and monthly through Wonders and Treasure Chest Reading Programs. The students also use technology, ie Rosetta Stone and BrainPop ESL to support achievements in the four modalities.

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).

6. ELL students are grouped to receive services based on their level of language competency. A data driven approach using Standardized and teacher assessments and/or evaluations are used to determine the level of fluency for each student. ELL students participate in differentiated instruction based on proficiency level. Beginner ELLs develop receptive language through pictures, gestures, TPR activities, think-pair-share, concept mapping, picture dictionaries and scaffolding writing activities. Intermediate students participate in the previous activities, in addition to text retelling, talk alouds, turn-and-talk, cooperative learning and role play activities. Advanced ELLs use jigsaw and graphic organizers frequently, as well as the other activities used with the intermediate students. There is a big emphasis on vocabulary development and Rosetta Stone is used as an added support to second language acquisition for all proficiency levels.

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

b. ELL's in school less than three years are seen twice a day for 45 minutes each period. This gives each newcomer 360 minutes in the ESL classroom where they receive intensive English language instruction. This allows these students to adjust to their new

surroundings, and enables them to function effectively in their regular classrooms as well as prepare these students for the ELA.

c. ELL students receiving four to six years of service continue to receive ESL services dependent on their level of language competency. They are provided with English language instruction and instruction in the content areas of math, science, and social studies. AIS instruction may be assigned depending on the students' needs.

d. Long term ELL students will be provided with English language instruction and instruction in the content areas of math, science, and social studies. AIS instruction may be assigned depending on the needs of the students.

e. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. Former ELLs are also encouraged to come to our morning and PM programs to prepare for the state exams. We offer assistance in the classroom when it is needed for our former ELLs. AIS support is provided when necessary.

The ELL teachers align their instruction with the teachers of SWDs. In order to help the ELL students who are identified as having special needs, various instructional strategies and grade level materials are utilized. We use Wonder Works in grades K-5 for our ELL-SWDs. The use of manipulatives and technology, i.e. iPads, laptops, desktops, and the use of Smartboards, along with the Elmo projector are prevalent in our school. The school ensures that ELL-SWDs receive all services mandated on their IEPs, and as per CR-Part 154. We review each IEP and place the students into appropriate groups based on the minutes mandated. If a language paraprofessional is assigned, they assist as well.

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?

7. The ELL teachers align their instruction with the teachers of SWDs. In order to help the ELL students who are identified as having special needs, various instructional strategies and grade level materials are utilized. The use of manipulatives and technology, i.e. iPads, laptops, desktops, and the use of Smartboards, are prevalent in our school. The ELL teacher will also discuss and review the needs of each child. The SBST and guidance counselor have a part in helping plan appropriate lessons according to the needs of each student.

The technology programs that we use are Rosetta Stone, Destination Reading, Raz Kids, Brain Pop, Brain Pop ESL, Envision Math and MoreStarfall.com. We use Wonder Works in grades K-5 for our ELL-SWDs, which coincides with the schoolwide reading program, Wonders. The use of manipulatives and technology, i.e. iPads, laptops, desktops, and the use of Smartboards, are prevalent in our school.

Native language support is given by our bilingual paras and student translators. Teachers in our school group students of the same language so they can assist each other and respond in their native language.

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?

8. Through the use of curricular, instructional, and scheduling flexibility, diverse ELL-SWDs achieve their IEP goals through the participation of differentiated instruction based on their proficiency levels and goals. ELL-SWDs are supported through small group instruction where lessons are modified and aligned with the CCSS.

In the least restrictive environment, students are universally screened in order to place them within tiers. Additional instruction in literacy is given in small groups utilizing specialized programs that specifically target their needs with regards to phonological awareness, questioning skills and higher order thinking.

The technology programs that we use are Rosetta Stone, Destination Reading, Raz Kids, Brain Pop, Brain Pop ESL, Envision Math and MoreStarfall.com. We use the reading program, Wonder Works in grades K-5 for our ELL-SWDs, which is aligned with the classroom reading program, Wonders. The use of manipulatives and technology, i.e. iPads, laptops, desktops, and the use of Smartboards, along with the Elmo projectors, are prevalent in our school.

Native language support is given by our bilingual paraprofessionals and student translators. Teachers in our school group students of the same language to assist each other and respond in their native language. Native language dictionaries/picture dictionaries, googletranslate.com, and other various tools and resources are apparent in academic instruction to support our nonspeakers.

Courses Taught in Languages Other than English 

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

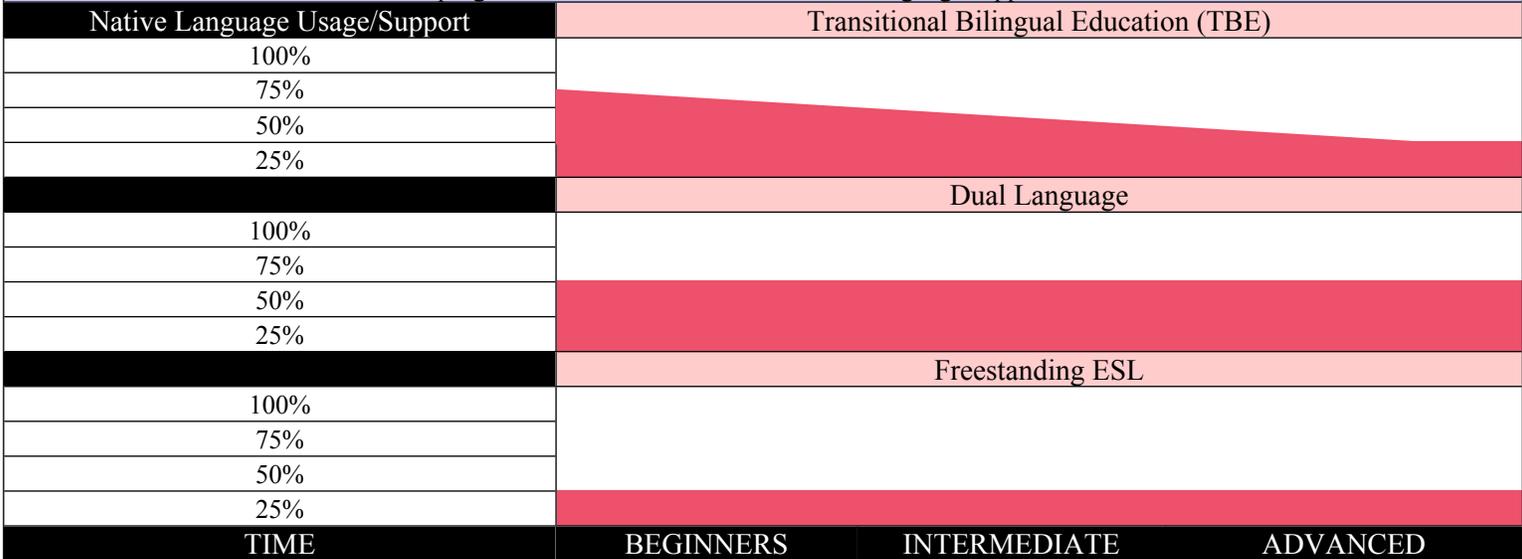
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

9. We provide supplemental services to grades 3-5 in two different extended day programs. The primary focus is to provide extra assistance with the students' acquisition of English and the development of language skills that will enable them to function effectively in the regular classroom. The teacher will base instruction on the individual needs of the students to the greatest possible extent in Language Arts and Math. Work samples are reviewed and groups are formed and changed periodically. The per-session ELL and other teachers use summative data and other assessments to group students and to plan lessons. This data is helpful when planning test prep lessons especially in grade 3, 4, and 5. In addition, the ELL students practice strategies to assist them with the NYSESLAT, ELA and MATH standardized tests. In content areas, such as Science and Social Studies, students are given translated glossaries in their native language to help with new words and vocabulary. Content teachers utilize picture vocabulary cards, BrainPop Science and Social Studies to enhance learning and comprehension of topics. Students are also paired, when possible, with other speakers of their native language. Laptops and websites are used to help explain and develop concepts. We used the data from content areas assessments and informal assessments to modify the curriculum when necessary.

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

10. As a newly Blue Ribbon school and an A school for the past three years, our school has been successful in meeting the needs of our ELLs in both content and language development. Through the AYP reports, our school has met state standards, AMAOs, and have been in support of our school community by meeting the needs of our students and parents. All teachers of ELLs are aware of their ELL population and strive to meet their learning needs in the classroom. Classroom teachers are given ELL strategies and support to help them reach their students' potential. Data from the classroom assessments help design a more coherent instruction for our ELL population.

Our school uses LAB-R, Wonders Reading Program, Treasure Chest Reading Program for ELLs Unit Assessments, weekly conference logs during guided reading, Fountas and Pinnell, PPR Goals, NYSESLAT (RLAT/RNMR reports), data from NYS ELA/Math exams, Ed Performance to assess the early literacy skills of the ELLs. The data provides insight into each ELL learner in terms of understanding and using the four skills (listening, speaking, reading, and writing) necessary to be English competent. The data from Fountas and Pinnell provides a better perspective on on what level the students are reading on. Through Fountas and Pinnell, the students are assessed on their fluency, phonemic awareness, vocabulary and reading comprehension. The books chosen for their guided reading levels are aligned with the CCSS and they are grouped as approaching, on level or beyond level.

At the beginning of the year, specifically September, Kindergarten students are given the Placement Assessment in literacy. Through this assessment, teachers gain insight into the students letter, phonics and word recognition. Comprehension is also checked through a shared reading.

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

11. We are currently using Treasure Chest, an ESL reading program strategically designed to target ELLs learning needs, in conjunction with the school's reading program, Wonders. We are also continuing Rosetta Stone to help with language acquisition as well as BrainPop ESL to provide basic fundamental skills in English grammar and reading strategies.

Based on our data, our ELL population met AMAO I, AMAO II and AMAO III, therefore our school is continuing with our ESL program which also meets the needs of the parents in the community.

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

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

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

13. ELLs are offered equal access to all school programs by participating in AM/PM Literacy/Math Academy for 4 days a week.

ELL services include:

- supplemental services to grades 3-5. Reading and Math Instruction takes place during an AM Literacy/Math Program—7:00 am-8:00am, 4 days a week Monday through Thursday for 52 sessions. Other funding will supplement this program for it to continue for 92 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 3 teachers, 2 teachers have NYS Literacy Certification and 1 teacher has a Common Branch Bilingual License.
- Thursday and Friday Academy Literacy/Math (2 days a week)—after school 2:45 pm-3:45 pm for 30 sessions - provides the same services as the AM program. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the Common Core Learning Standards. The program will be served by 6 teachers, 3 teachers have NYS ESL certification and 3 teachers have NYS Literacy Certification.
- All ELLs are encouraged to attend the AM Literacy/Math program as well as Thursday and Friday Academy. Parents are invited to orientations that describe how before and after school programs are beneficial to their language development. We explain and insist all ELLs attend.

At this time, our school does not offer extracurricular activities for our students.

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

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

- Balanced literacy components: read aloud, shared, guided leveled books, writer's workshop model
- Wonders Reading Program
- Treasures Reading Program—Treasure Chest for ELLs
- Kaplan Strategies
- Fountas and Pinnell Reading Systems I and II
- AM Morning Program (4 times per week)
- PM Thursday and Friday Academy
- We also use computer programs such as Rosetta Stone, RazKids A-Z, Destination Reading, Destination Math, BrainPop ESL, morestarfall.com, Envision Math, and Ed Performance. These programs assess and analyze student needs to differentiate instruction.

We use Smartboards, Ipads, lap tops, microphones and Smart Talk technology to enhance the learning needs of our students. In content areas we use google translate to help clarify questions and explanations of topics. We also show videos in science and reenactments of certain events in history to provide more meaning and connections to topics.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Teaching materials in ESL are differentiated in each program according to the students' proficiency levels. Instruction will follow the same skills and strategies that are introduced city wide. The monthly focus for math and literacy are reinforced at these

levels. The students in the freestanding ESL program receive all instruction in English. The implication for the school's LAP and instruction are to provide information in English using ESL methodology and strategies. LAP will address the differing languages, cultures, and education levels in order to implement a coherent ESL program. ESL instruction includes content-based instruction, which is aligned to the New York State learning standards. ESL instruction must also comply with CR Part 154.

We provide native language support in ESL through glossaries, picture dictionaries in their native languages, peer tutoring and partner work. Language paras also assist when needed. Students use google translate as well.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. All services and resources correspond to ELLs' ages and grade levels. In Fountas and Pinnell, Destination Reading, and Raz-Kids.com, all books are geared and designed to target students' interest levels.

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.

17. Before and during the school year, the ESL teachers greet newly enrolled ELL students for a period of introduction and help the child acquaint themselves to the new building. We give the parents a list of community resources that can help them get situated in the new community. The PTA has many activities for new parents and students. New ELL students are placed near student's that speak their native language to help them in the classroom.

18. What language electives are offered to ELLs?

18. As an elementary school, our school does not offer language electives at this time.

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)?

19. Our school currently does not have a dual language program.

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. The principal, Mrs. Phyllis Leinwand, assistant principals Mrs. Helen DeSario and Mrs. Patricia Sheehan and ELL Teachers, Marian Kudo, Ryan Kotchek and Lisa Cuiman will provide professional development using the LAP learning packages. The discussion will include the ESL Learning Standards and all components of the Language Allocation Policy, including the new National Core Standards. Portions of the LAP video will be viewed to provide members of the team and personnel of ELLs at the school with information on the features of the ELL class. Participants of these ongoing workshops include subject area teachers, paraprofessionals, school secretaries and the parent coordinator. Ongoing professional development will be implemented for all staff.

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

Some topics we give professional development on are: Schools Policy and Curriculum, Incorporating the CCLS in the ELL classroom, Designing Quality Instructional Programs of ELLs, Using online resources in the classroom, Utilizing Native Language in the classroom, Current ELL Trends and Changes,

AMAO I, II, and III, When to refer ELL students for Disability Evaluations. We use technology and train the teachers in using Smart Boards, Ipads and Laptops with various ELL programs to enhance learning and differentiating instruction for our ELL students.

The ELL teachers give a minimum of 7.5 hours of ELL training, 10 hours for special education teachers for all staff members. We provide teachers with strategies for use in the classrooms to develop language and literacy skills in our ELL student body. Professional development takes place on designated Chancellor's Staff Development days in September, November, and June and the first Thursday of every month.

September 3rd and 5th

October 3rd

November 5th and 7th

December 5th

January 9th

February 6th

March 6th

April 10th

May 1st

June 3rd and 5th

PD is also provided on a monthly basis at Principal's Staff meetings as well as monthly grade conferences.

2. In order to support ELLs as they engage in the Common Core Learning Standards, teachers of ELLs are encouraged to attend OELL workshops to enhance their ELL practice and instruction. The guidance counselor participates in the ELL workshops provided by the ELL teachers who turnkey information from various trainings. ELL teachers share ideas and information with the guidance counselor who will provide necessary information for ELL students to transition from elementary school to middle school. Some topics that are covered during professional development are: Identifying ELLs, School's Policy and Curriculum, Incorporating the CCLS in the ELL classroom, Utilizing Native Language Support in the classroom, and Current ELL Trends and Changes.

3. The Guidance Counselor, Ms. Fallon Panetta, holds middle school transition workshops for ELL students to better prepare for the new school year. Language Paraprofessionals are utilized during these sessions to help translate for our non speakers. The Parent Coordinator, Francesca Vidal, help prepare students and parents of transitioning students to acclimate to a new learning environment.

Some topics we give during these professional development workshops are: Schools Policy and Curriculum, Incorporating the CCLS in the ELL classroom, Designing Quality Instructional Programs of ELLs, Using online resources in the classroom, Utilizing Native Language in the classroom and Current ELL Trends and Changes. Other workshops include summer transition programs within the community, resources in the community to prepare our graduating students, and outreach programs that can help further our students during the summer months. We provide strong school-based guidance counselor support so that the ELLs receive high quality assistance to transition from our school to the middle school classroom teachers.

4. The ELL teachers give a minimum of 7.5 hours of ELL training, 10 hours for special education teachers for all staff members. We provide teachers with strategies for use in the classrooms to develop language and literacy skills in our ELL student body. Professional development takes place on designated Chancellor's Staff Development days in September, November, and June and the first Thursday of every month. PD is also provided on a monthly basis at Principal's Staff meetings as well as monthly grade conferences.

The following are the professional development dates for the current school year, 2013-2014:

September 3rd and 5th
October 3rd
November 5th and 7th
December 5th
January 9th
February 6th
March 6th
April 10th
May 1st
June 3rd and 5th

Topics that are covered during professional development are: Schools Policy and Curriculum, Incorporating the CCLS in the ELL classroom, Designing Quality Instructional Programs of ELLs, Using online resources in the classroom, Utilizing Native Language in the classroom, Current ELL Trends and Changes, AMAO I, II, and III, When to refer ELL students for Disability Evaluations. Training in the utilization of technology in the classroom is provided for classroom teachers in using Smart Boards, iPads, Laptops, desktops with various ELL programs to enhance learning and differentiating instruction for our ELL students.

All ELL professional development records are maintained with the principal in the main office. Sign-in sheets and agendas are contained in a binder in the main office. All teachers must sign-in prior to the workshops.

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?

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication between school and parents are in their native language through the use of our Language Translation and Interpretation Unit. Parents are called upon to help translate information as needed, as well as the use of interpreters, i.e. language paraprofessionals, ELL teachers, and interpreters (by phone or in person).
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Assembly will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.

- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.

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

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

- Professional Development for Parents:

Monthly professional development for parents will be provided by district and parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

- Professional Development is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

- Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

- ELL Professional Development:

Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about Common Core State Standards, instructional strategies and NYS and NYC assessments given to their children.

- Students with disabilities/Professional Development:

Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

- Annual evaluation of the Parent Involvement Policy:

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

2. Our school partners with other agencies to provide workshops or services to ELL parents. Examples of these agencies are:

- NYPD workshops
- The Richmond Hill Block Association Outreach Programs
- Cornell University provides workshops on nutrition and other issues
- The Boys' and Girls' Club

We also have career day where parents and community workers come in to educate one another of the opportunities available in the community.

3. Through our learning survey we evaluate parent needs. We provide translation services for parents in all aspects of their child's education. Parents are comfortable with our school environment and are always willing to speak to the Parent Coordinator freely about their specific needs.

4. The Parent Coordinator reaches out to parents and has weekly meeting to meet the needs of parents. She creates a welcoming school environment for parents; she works with the principal to address parent issues and concerns at the school; she conducts

outreach as needed to engage parent in their children's education and strengthens parent involvement by showing how parents are an integral part of their child's education.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Jacqueline Kennedy Onassis</u>		School DBN: <u>27Q066</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q066 School Name: Jacqueline Kennedy Onassis School

Cluster: 2 Network: CFN211

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

Part A: Needs Assessment Findings

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

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

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

At P.S. 66, we conducted a needs assessment and concluded that some of our ELL parents did not understand school notices that were sent to them in English. Our needs assessment was done orally, by asking parents if they wanted the information in their native language if it was available. We noted that when notices were translated into native language, the return responses increased. We used the data from the Home Language Identification Survey and the ATS Home Language Report to conclude which languages should be targeted. These findings were reported to the school community during Parent Association meetings. The number of parents in need of these services is approximately 187. Based on our findings, our greatest needs are Spanish, Arabic, Bangla, Urdu, and Punjabi. It is announced that our parent coordinator and several teachers and other staff communicate fluently in Spanish to provide parents with needed translation. We provide written translation on all documents as provided by the DOE website to those parents in need of translations. A translated letter is sent home informing parents of translation services available in school. Parental notices are sent in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice is posted in a prominent location near the main office of the school. Letters are sent home to parents in the home language whenever possible, oftentimes through the use of googletranslate.com. Our parent coordinator holds workshops to help parents learn English and to disseminate information. Signs posted in the main lobby indicate

Spanish and other languages are spoken here as well as signs for events and other services. Individual student and other school data are reported by school staff to parents in the native language. Results are disseminated as soon as the information is received. Workshops are given at PTA and leadership meetings, and to explain standardized tests and results.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Jacqueline Kennedy Onassis	DBN: 27Q066
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 104	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 3	
# of certified ESL/Bilingual teachers: 3	
# of content area teachers: 0	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

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

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

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

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

- The Title III funding provides supplemental services to grades 3-5. Reading and Math Instruction takes place during an AM Literacy/Math Program—7:00 am-8:00am, 4 days a week Monday through Thursday for 80 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their monolingual classrooms and to gain confidence in their ability to perform to the common core learning standards. The program is also designed to prepare students for the NYSESLAT. The program will be served by 3 teachers; 3 teachers hold NYS certification in TESOL (Teaching English to Students of Other Languages).

Program will begin in November and end in April.

- Thursday and Friday Academy Literacy/Math (2 days a week)—after school 2:45 pm-3:45 pm for 36 sessions - provides services for grades K-2. There are 20 students in each class group. The emphasis is on phonological awareness, the alphabetic principle, letter and sound correspondences, decoding, early writing skills, oral language, and comprehension. Students also focus on math performance standards by utilizing math concepts and strategies for problem solving. The focus of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the common core learning standards. The program is also designed to prepare students for the NYSESLAT. The program will be served by 3 teachers; all 3 teachers hold NYS certification in TESOL (Teaching English to Students of

Part B: Direct Instruction Supplemental Program Information

Other Languages).

Program will begin in November and end in April.

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

The books to be used for these AM 3rd, 4th, and 5th grade programs are:

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

The books to be used for these PM K, 1st, and 2nd grade programs are:

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

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The professional development plan for all ELL personnel at the school is ongoing. ELL personnel are required to participate and receive 175 hours of professional development. Such professional development include: new teacher training, BESIS survey collection, extension of services technical assistance, Title III funding, initial enrollment procedures, inquiry data and analysis, Title III AMAO

Part C: Professional Development

Estimator with Advanced Early Warning Indicators, preparation and scoring for NYSESLAT, ARIS and Aquity training, Treasures and Destination Reading training, etc. The professional development plan for ELL personnel is current and maintained every year. We are encouraged to attend workshops to learn additional strategies and stay abreast of current trends. Participants of these ongoing workshops include subject area teachers, the guidance counselor, special education providers, service providers, paraprofessionals, school secretaries and the parent coordinator. Ongoing professional development will be implemented for all staff. Strategies and analysis of the ELL program will be shared with all classroom teachers.

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

We provide in-service training to all personnel providing instruction or other services to such pupils in order to enhance their appreciation for the pupils' native languages and cultures and their ability to provide appropriate instructional and support services.

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

September: ELL Strategies in the Classroom, Presenter: Mrs. Laurette, ESL Teacher

October: Initial Enrollment Procedures, Presenter: Mrs. Sinrich, ESL Teacher

November: Title III AMAO Estimator with Advanced Early Warning Indicators, Presenters: Ms. Kudo and Mrs. Sinrich, ESL Teachers

December: Inquiry Data and Analysis, Presenter: Mrs. Dilerberto, Data Specialist

January: BESIS Survey Collection, Presenter: Ms. Kudo, ESL Teacher

Part C: Professional Development

February: Extension of Services Technical Assistance, Presenter: Mrs. Sinrich, ESL Teacher

March: Co-Teaching: How to Have a Successful Push-in ESL Model, Presenter: Ms. Kudo, ESL Teacher

April: Demystifying ELL Data, Presenter: Mrs. Sinrich, ESL Teacher

May: ELL Instructional Practices Aligned with Common Core Learning Standards, Presenters, Mrs. Sinrich and Ms. Kudo, ESL Teachers

June: Teaching Young English Language Learners, Presenter: Ms. Kudo, ESL Teacher

A certificate is issued to the teachers after the completion of the 7.5 hours, as per Jose P. Teachers are encouraged to keep their certificate in their teacher file and as part of their 175 hours of professional development.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

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

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

Part D: Parental Engagement Activities

The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools.

The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

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

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

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

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

of the month.

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

September: Getting Your ELL Child Ready for the New School Year, Presenters: Ms. Buitrago, Parent Coordinator and Mrs. Sheehan, Assistant Principal

November: Supporting the ELL Child, Presenters: Ms. Kudo, ESL Teacher, and Ms. Buitrago, Parent Coordinator

January: English Language Classes, Presenter: Ms. Buitrago, Parent Coordinator

February: Common Core Learning Standards for the ELL Student, Presenter: Mrs. Sinrich, ESL Teacher

March: Preparing the ELL Student for NYS Exams, Presenters: Mrs. Sinrich and Ms. Kudo, ESL Teachers\

April: Familiarizing Parents with NYSESLAT Format and Expectations, Presenters: Mrs. Sinrich and Ms. Kudo, ESL Teachers

May: Annual Literacy Night: ELL Literacy, Presenter: Ms. Kudo, ESL Teacher

(*tentative schedule)

Part E: Budget

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

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	0	
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	0
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	0	

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

Allocation Amount: \$14796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	0	0
TOTAL	0	