

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **18K066**

School Name: **PS/IS 66**

Principal: **LUCILLE JACKSON**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary/Junior High School School Number (DBN): 18K066
School Type: Public School Grades Served: PreK to Grade 8
School Address: 845 E. 96th Street, Brooklyn, New York 11236
Phone Number: 718-922-3505 Fax: 718-922-3105
School Contact Person: Patrick Petot Email Address: ppetot@schools.nyc.gov
Principal: Lucille Jackson
UFT Chapter Leader: William Fiquet
Parents' Association President: Arlene Jobe
SLT Chairperson: Kenneth Stevens
Student Representative(s): N/A

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 E. 95th Street, Brooklyn, New York 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: 718-566-6008 Fax: 718-649-7074

Cluster and Network Information

Cluster Number: Cluster 6 Cluster Leader: Jose Ruiz
Network Number: 604 Network Leader: Greg Bowen

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------------|---|-------------------------|
| Lucille Jackson | *Principal or Designee | |
| William Fiquet | *UFT Chapter Leader or Designee | |
| Arlene Jobe | *PA/PTA President or Designated Co-President | |
| Linda Kalb | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Anderson Frederick | CBO Representative, if applicable | |
| Mohamed Khan | Member/ Assistant Principal | |
| Tiffany Barrow | Member/ Teacher | |
| Sandra Czach | Member/ Teacher | |
| Joycelyn Hamilton | Member/ Teacher | |
| Ivy Spilberg | Member/ Teacher | |
| Danie Burris-Muwwakkil | Member/ Parent | |
| Anthony Foster | Member/ Parent | |
| Malynda Jordan-Dandridge | Member/ Parent | |
| Steve Ofori | Member/ Parent | |
| Jerome Smith | Member/ Parent | |
| Kenneth Stevens | Member/ Parent | |

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|--|---|
| 1. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| 4. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| 5. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| 6. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission statement:

“P.S./I.S. 66 is dedicated to the achievement of excellence and high standards for all youngsters. With attention to the cognitive, emotional, physical, social, and creative domains of development we believe all students can achieve success in a supportive and structured learning environment. All members of the school community will work in a collaborative effort to insure each student has the resources and support to face the challenges of school and demonstrate qualities of good citizenship and character. We will acknowledge and recognize the achievements of our students and the staff members and parents who enabled their success.”

PS/IS 66K is a Pre-K to Grade 8 school located in the extreme northern section of Canarsie, Brooklyn. The school’s current enrollment is 813 students comprised of 87.5% Black, 7.6% Hispanic, 3% White, and the other remaining percent spread out over Asian, Multi-Racial, American-Indian or Alaskan Native ethnicities. PS/IS 66K female to male ratio is 53% to 47% respectively. In addition, the school enrolls 18 (2% of total student enrollment) English Language Learners (ELL’s) and 17 (also 2%) students with disabilities in self-contained special education classrooms.

PS/IS 66K occupies a relatively new facility built in 2002 with an on-site computer laboratory, dance studio, library, 300-plus seat auditorium, and gymnasium. The school also has an expansive playground with multiple basketball courts, tennis court, separate playground for Early Childhood students, and an athletic turf field.

Beginning in Kindergarten through Grade 6, the school has established “Scholar’s” classrooms in these grades where students who have demonstrated high academic achievement on an admissions test are selected and for this program. Students are grouped heterogeneously in the other classrooms on grade level, including grade 7 and 8. In addition, starting in 2013-2104, the school welcomed a District 75 school (P771) comprised of 36 students with autism ranging from Kindergarten to Grade 2 and currently occupy a wing on our second floor.

PS/IS 66K is proud to take part in the Mayor’s Middle School Initiative, and in collaboration with the Sports and Arts in Schools Foundation (SASF), to provide a five day a week after school program for our middle school students. A generous budget allocation of \$1.5 million dollars allows our students to take part in programs to improve their academics with homework help classes, skills driven sports and fitness activities, and character development workshops over a 36 week period during the school year. Another program PS/IS 66K is proud to take part in is the Green Cup Challenge. For the third consecutive year, PS/IS 66K has worked to find innovative ways to conserve energy by decreasing the amount of electricity used in school on a daily basis. The Challenge runs through the month of November and PS/IS 66K has placed second and first over the previous two years respectively. Students write narratives/essays in their classrooms describing how the school can conserve energy and how using less energy helps our environment, teachers take part in “Technology Free” days on selected days during the month and refrain from using computers or Smartboards, and our custodial staff dims the lights in certain safe areas throughout the school. With the First Place finish last year, the school received \$25,000 which a majority was spent on new technology for our teachers and students.

School strengths/accomplishments:

PS/IS 66K improved 12.6 percent in the number of grade 3-8 students achieving a performance level 3 & 4 on the NYS Common Core Mathematics assessment, from 24.1% in 2012-2013 to 36.7% in 2013-2014. Although the school continues to identify improvement of student performance on both ELA and Math state assessments in grades 3-8 as a

priority, results from last year show that PS/IS 66K students outperformed most schools in the district. In ELA, the school was able to show an increase in ELA proficiency for students considered in the lowest third among their peers in New York City. Another strength is demonstrated in our yearly student attendance rate. According to the most recent data available from the NYC DOE, PS/IS 66K currently has a nearly 97% student attendance rate which shows an almost 2% increase from last year.

According to the most recent School Quality Review Report in 2012-2013 as well as identified in the Principal's Performance Review (PPR) from 2013-2014, PS/IS 66K excels in "the development and refinement of curricula aligned to the Common Core Learning Standards, creating opportunities to close learning gaps across grade levels and classrooms" (2012-2013 School Quality Review Report) and "the implement curriculum consistently emphasizes rigorous performance tasks in English Language Arts and Math" (2013-2014 Principal's Performance Review). As a result, PS/IS 66K is closing the achievement gap for students in grades 3-8 (statement from the 2013-2014 NYC School Quality Snapshot Report).

Challenges:

- To provide opportunities for our parents to visit the school to share in the success of our students on a more frequent basis. Parent attendance for academic and/or school functions, such as Parent/Teacher Conferences, school concerts and celebrations, SLT and PTA meetings, community outreach opportunities, etc. could be strengthened to improve parental involvement.
- To improve the performance of all grade 3-8 students in English Language Arts and Mathematics on the NYS Common Core assessments, specifically to reverse a downward trend in ELA performance as well as working to maintain the level of growth in math achievement.
- To provide targeted professional development to our faculty that correlates to measurable evidence of growth in developing critical thinking and writing skills among our student population.
- To develop and implement content rich, skill specific instruction (in all subject areas) that utilizes all available resources within the school to meet the needs of a diverse group of learners.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school community, specifically school administration, faculty, and the School Leadership Team, after careful review of the 2013-2014 documents including but not limited to the CEP, Principal's Performance Review (PPR), 2013-2014 NYC School Quality Snapshot, Learning Environment Survey, as well as the 2014-2015 NYC DOE Citywide Instructional Expectations agree that growth in ELA and Mathematics proficiency continues to be top priority for all students.

The aggregated data from the results of the 2013-2014 NYS Common Core ELA and Math assessments indicates of students tested school-wide a total of 77.9% in ELA and 63.3% in Math scored below a Level 3.

Strengths in this element:

- Improvement in the overall school performance level in Mathematics (Level 3 and 4 students) from 24.1% in 2012-2013 to 36.7% in 2013-2014;
- Improvement in ELA proficiency from 2012-2013 to 2013-2014 for students ranked in the bottom third citywide (2013-2014 NYC School Quality Snapshot);
- "A variety of assessment tools provides clear portraits of students' strengths and challenges in order to inform instruction and meet the needs of diverse learners." Excerpt from 2013-2014 NYC School Quality Guide;
- "The development and refinement of curricula is aligned to the Common Core Learning Standards, creating opportunities to close learning gaps across grade level and classrooms." Excerpt for 2013-2014 NYC School Quality Guide;
- "The implemented curriculum consistently emphasizes rigorous performance tasks in English Language Arts and Math. Alignment with CCLS expectations via school-wide pacing calendars support coherence in lesson planning across each grade." Excerpt from 2013-2014 Principal Performance Review (PPR);
- "High expectations for student success drive school-wide efforts aimed toward college and career readiness benchmarks." Excerpt from 2013-2014 NYC School Quality Guide; and
- "Administrators and teachers continuously review weekly assessments in order to gauge progress and fine tune instructional interventions aimed at academic achievement for all students." Excerpt from 2013-2014 Principal Performance Review (PPR).

Priority needs in this element:

- Additional assessment tools in ELA, using CCLS aligned assessment questions, that tracks individual student progress in learning, understanding, and mastery of the CCLS ELA Standards;
- Providing detailed progress reports to parents to better inform them of students strengths and areas of concern in learning CCLS ELA Standards and providing materials for parents to use to support student achievement;
- Provide teachers the opportunity to conduct inter-visitations within our school as well off site to experience additional teaching methods and observe teaching best practices for both ELA and Mathematics lesson development and implementation;
- Provide teachers more opportunities for common planning, unit/lesson development, and looking at student work products to allow them to gauge effectiveness of instruction and improve student achievement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the percent of students in grades 3-8 who are proficient in ELA and Mathematics as measured by the NYS Common Core ELA and Math exams will increase by 7% and 2% respectively.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|---|
| #1 - The school will develop and implement a program for all students who scored in the bottom third on the 2014 NYS Common Core ELA and Math exams will be given the opportunity to receive academic intervention services. Students in Grades 3-5 will be selected for AIS by their official classroom teacher and services will be provided by F-Status employees in a pull-out program. Students in Grades 6-8 will be selected by JHS ELA and Math teachers and AIS services will be provided in a pull-out program during teacher administrative periods. AIS providers in all grades will inform parents of student growth on school Progress Reports for students in Grades 3-5 and in Jupiter Grades, an online grading system for Junior High School students. | Selected students in Grades 3-8. | October 2014 to June 2015. | All faculty in Grades 3-8. School administration (Principal and Assistant Principal(s)) will work with AIS providers to monitor student growth. |
| #2 - The school will track student progress in ELA and Math performance by administering three assessments in October 2014, December 2014, and February 2015. Students are assessed using Common Core aligned test questions. ELA assessments are designed to track student growth on each of the Common Core standards. Math assessments are designed to assess student mastery of Common Core standards/skills based on the NYS Mathematics pacing calendar. Teachers will inform parents of student growth on school Progress Reports for students in Grades 3-5 and in Jupiter Grades, an online grading system for Junior High School students. | All students in Grades 3-8. | October 2014 to March 2015. | Principal, Assistant Principal(s), and teachers in grades 3-8. |
| #3 - All students in Grades 3-8 will be given the opportunity to receive small group instruction in ELA and Mathematics from school faculty members by attending after school and/or weekend programs. | All students in Grades 3-8. | October 2014 to June 2015. (funding permitting) | Principal, Assistant Principal(s), and selected teachers in grades 3-8. |
| #4 – The school will use all available resources to ensure all English Language Learners (ELL's) receive mandated support in English Language Arts and Mathematics. In addition, students in self-contained, special education classroom will be mainstreamed for both ELA and Math at least one period a day a minimum of three times per | Identified students in Grades 3-8. | September 2014 to June 2015. | Principal, Assistant Principal(s), and Service Providers. |

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| week and a maximum of 5 days a week. | | | |
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

New ELL materials will be purchased to supplement instruction, Progress Monitor Student Benchmark Assessment books for students in Grades 3-8.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

None

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 30, school administration and teachers will review all available data sources (i.e. student achievement in school level ELA and Math assessments, reading comprehension and reading levels on the Fountas and Pinnell Reading Assessment, student portfolios and writing samples, among others); meet with service providers to review progress of students with special needs and ELL’s, and meet with after school and Saturday Academy instructors to monitor program effectiveness and next steps in preparation for the April 2015 NYS Common Core assessments.

Part 6b. Complete in **February 2015.**

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School administration, faculty, and the School Leadership Team agree that improving school culture will have a positive impact on student achievement in all classrooms. Continued implementation of the school’s “Keys to Success” behavior program as well as developing additional supports to our students will improve student attitudes about safety and trust in our school.

A review of available data from the 2013-2014 NYC School Survey Report and the 2013-2014 NYC School Quality Snapshot shows that 20% of the students surveyed responded negatively to the statement “I am safe in my classes”. Additionally, only 37% of students surveyed “Strongly Agree” or “Agree” that students treat each other with respect and only 41% of students surveyed “Strongly Agree” or “Agree” that students treat adults with respect.

Strengths in this element include:

- A positive behavior program that rewards students for exhibiting positive behaviors and good character in all areas of our school;
- A redemption program designed to allow students to earn credits or “Keys” to be redeemed three times a year for prizes from our school store;
- A behavior incentive program for our junior school students that rewards students and classes that exhibit exceptional behavior over a period of time;
- A Peer Mediation program that trains students to assist other peers in conflict resolution;
- A monthly Character Education program highlighting positive behaviors where teachers and selected staff members provide lessons identifying and promoting positive behavior attributes;
- School dean selects individual students to take part a food drive during certain times in the academic year; and
- The school has a “Buddy Reading” program where students from other grades visit lower grade classroom to read and/or model effective reading practices.

Priority needs in this element:

- Implementing a redemption schedule for the “Keys to Success” initiative that maximizes student interest in the program and encourages them to continue to exhibit positive behavior in our classrooms and throughout our school;
- Improved communication from our student government to our junior high school student body to address concerns of student safety and trust with school personnel;
- Consistent communication between teachers and parents regarding student behavior and avenues for parents to become partners in this shared effort;
- Provide opportunities for all staff, especially new teachers, to receive classroom management professional development from on-site teacher leaders, school administration, and/or off-site Network workshops.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will see a decrease of ten percent of negative student responses among our junior high school student population regarding school safety and trust as measured by the NYC School Survey Report and the NYC School Quality Snapshot.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| #1 – The school will continue the “Keys to Success” program to promote and reward positive behavior in junior high school classrooms and throughout the school building. | All students in grades 6-8. | September 2014 to June 2015. | Principal, Assistant Principal(s), Deans, Middle School faculty, and Selected Support Personnel. |
| #2 – The school will take part in the Mayor’s Middle School Initiative, in partnership with Sports and Arts in Schools Foundation (SASF), to design and coordinate a 36 week, five day a week, afterschool program for students in our middle school. An integral part of the program is devoted to build character among all participants. | All students in grades 6-8. | September 2014 to June 2015. | Principal, Assistant Principal(s), Guidance Counselor, Selected Teaching Faculty, SASF Program Director, and SASF-Provided Instructors/Teachers. |
| #3 – The school will broaden the mission of the junior high school student government to include more opportunities for junior high non-member students to attend their monthly meetings and establish avenues for more student choice/voice in school functions. | All students in grades 6-8. | September 2014 to June 2015. | Principal, Assistant Principal(s), Deans, Middle School faculty advisor, and Selected Support Personnel. |
| #4 – The school will continue our “Service Credit” program for 8 th grade students as a school requirement for graduation and work to provide/implement a service credit or community service program for students in grades 6 and 7 by January 2015 with the purpose of building a more supportive environment within our school. | All students in grades 6-8. | September 2014 to June 2015. | Principal, Assistant Principal(s), Deans, Middle School faculty, Guidance Counselor, and Selected Support Personnel. |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers, student, selected school staff.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------|--|------------------|---|---------------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | X | Grants |
|---|-----------------|---|----------------------|--|------------------|--|------------------|---|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Student government fundraisers and PA donations. All funding for the Mayor’s Middle School Initiative (#2) is provided by NYC through a grant of \$1.5 million dollars to support program coordination, supplies, teacher/instructor salaries, etc.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 2015, school administrators will review selected lesson plans and conduct an informal survey of student attitudes regarding school safety, review OORS data on the types of incidents being reported to track progress in decreasing “high” level infractions, meet with Deans and other support personnel to identify areas of improvement in the “Keys to Success” program, and conduct an informal survey of junior high school students regarding the effectiveness of our student government.

Part 6b. Complete in **February 2015**.

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|-----|--|--|-----|--|----|
| 11. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-----|--|--|-----|--|----|

12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School administrators, faculty, and members of the School Leadership Team believe that providing all teachers the opportunity to receive targeted professional development and professional learning opportunities will have a positive impact on student achievement.

A review of available data from the 2013-2014 school year shows that a modest percentage of teachers were provided the opportunity to receive off site professional development and/or conduct on site classroom inter-visitations to observe teaching best practices.

Strengths in this element include:

- For the 2014-2015 school year, school administration is working collaboratively with a Professional Development Team. The Team has conducted a needs assessment from the staff and has outlined a year-long professional development plan/calendar.
- PS/IS 66K teachers are dedicated professionals and welcome the opportunity to invite other colleagues into their classrooms to showcase differentiated instructional approaches. Teachers also welcome the opportunity to visit other teachers in our building to observe teaching best practices in order to improve instruction. This collaboration among the staff has the additional goal of looking to find alternative methods to improve student outcomes and improve student achievement.
- The school has programmed teacher schedules to allow more opportunities for common planning and inquiry work throughout the work week. Where most school program for only one common prep for K-5 teachers to meet with colleagues during the week, our school has programmed two periods for K-5 teachers.

Priority needs in this element include:

- To ensure each teacher has the opportunity to receive targeted professional development designed to improve teacher practice and student achievement.
- To ensure alterations to school scheduling (i.e. scheduling of class trips, school assemblies, teacher absence, etc.) affect common planning opportunities as little as possible during the school week.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers in all grades will receive targeted professional development and additional time for meeting collaboratively with colleague’s on- and across-grade levels that will result in an increase in ELA and Math proficiency (Level 3 and 4) as measured by both in-school assessments (Progress and Fountas & Pinnell) for Early Childhood students in grades K-2 and the NYS Common Core ELA and Math Assessments for students in grades 3-8.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|---|--|---|
| #1 – A “Professional Development Team” will be created to work in collaboration with school administration to develop and present target professional development to all faculty and staff that addresses the school’s Instructional Focus and strives to improve student achievement in all grades. | All teaching faculty. | September 2014 to June 2015. | Principal, Assistant Principal(s), Literacy Coach, and Professional Development team. |
| #2 – The school will program at least two common planning periods each week in Grades K-5 to allow teachers more opportunities to common plan, unit development and design, and analyze student work products. In addition, teachers in grades 6-8 will meet by grade and/or by department during the Tuesday Inquiry set aside time, as well as during common administrative periods as an option, to discuss student achievement, look at student work, and analyze student data. | All teaching faculty in grades K-8. | September 2014 to June 2015. | Principal, Assistant Principal(s), All Teachers, and Literacy Coach. |
| #3 – The school will provide opportunities for in-grade inter-visitations to observe teacher best practices and/or differentiated instructional approaches to content during selected common planning periods. School administration will provide suggestions in selecting “areas of focus” for the inter-visitation as well as opportunities for a debrief meeting between colleagues to review observations and next steps. | Teachers in grades K-5. | September 2014 to June 2015. | Principal, Assistant Principal(s), Teachers in grades K-5, and Literacy Coach. |
| | | | |

Part 4 – Resources Needed

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|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| School teachers and administration will review student work, technology to review data that is available online. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| None | | | | | | | | | |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 2015, the school will meet with the Professional Development Team to review the needs assessment conducted at the beginning of the year, review all professional development sessions provided to teachers, and make adjustments as needed. In addition, school administrators will review student achievement data and classroom observations of teachers in all grades to coordinate additional inter-visitation opportunities to improve an area of instruction (using assessment in instruction, questioning techniques, planning and preparation, etc.).

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|--|-----|--|----|
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-----|--|--|-----|--|----|

22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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|--|--|--|--|--|--|
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|--|--|--|--|--|--|

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School administration, faculty, and members of the School leadership Team (SLT) agree that providing opportunities for teachers to receive targeted professional development, conduct action research on an aspect of their professional practice, and take part in a professional learning community will have a positive influence on both the effectiveness of their classroom instruction and ultimately on improving student achievement.

A review of the available data reports from the 2012-2013 and 2013-2014 academic years shows that PS/IS 66 has received favorable “Proficient” ratings in nearly all categories of the Quality Review rubric. As stated in the 2012-2013 NYC Quality Review Report and the 2013-2104 NYC School Quality Guide, the school needs to “Strengthen teacher practice to include effective questioning techniques that consistently stimulate rich student discourse and rigorous participation resulting in advances in high levels of thinking.” The school received a “Developing” rating, based on QR Rubric 1.2, in both reports. In addition, teachers responded favorably (“Strongly Agree” – 39% or “Agree” – 50%) to the statement “Overall, my professional development experiences this school year have been sustained and coherently focused, rather than short-term and unrelated.” (2013-2014 NYC School Survey Report)

School strengths and needs in this element include:

- The school received a “Proficient” rating on the 2013-2014 NYC School Quality Guide for QR Rubric 4.2 – Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning? The excerpt from the report reads “Teacher teams collaboratively engage in the inquiry process to improve teacher practice and learning outcomes for groups of students.”
- The school, specifically the school leadership, “continuously reviews weekly assessments in order to gauge progress and fine tune instructional interventions aimed at academic achievement for all students.” (Excerpt from the 2013-2014 Principal Performance Review – Measures of Leadership Practice). School leadership received a “Proficient” rating and is confident, with continued attention and refinement of practice, the school will receive a “Well Developed” rating for the 2014-2015 school year.

Priority needs in this element include:

- Supporting teachers in the development of student engagement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school leadership will develop and improve teacher pedagogy and support the professional advancement for faculty and staff as measured by the NYC School Quality Report and the NYC School Quality Review.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| #1 – School leaders will provide all teachers with the opportunity to take part in a professional learning community for the purpose of performing instructional best practices for fellow teachers or visiting other colleagues in-grade or across-grade level to observe teacher best practices. School administration will provide opportunities for debrief sessions to take place after each inter-visitation to review low-inference notes, teaching best practices observed, and analyze student outcomes in the lesson. | All Teachers. | September 2014 to June 2015. | School administration. |
| #2 – School leaders will require all faculty to conduct an action research project. Topics or themes will be determined by grade, approved by administration, and devoted to a topic or theme to further develop, improve upon, learn more information, or learn for the first time an aspect of their professional practice. Grade teams will meet on one Monday a month, as well as utilizing Tuesday Inquiry Team time, to review research, discuss findings, analyze student work, and analyze impact any implementation of the research had towards improving pedagogy or student achievement. | All Teachers. | December 2014 to June 2015. | School administration and all teaching faculty. |
| #3 – School leaders will meet with all faculty, either individually, by department, or by grade cohort, on a regular basis to analyze student achievement data, review lesson/unit plans, and discuss effectiveness of instructional materials in improving student outcomes for the purpose of determining if adjustments or changes are needed to meet the needs of students. | All Teachers. | September 2014 to June 2015. | School administration and all teaching faculty. |
| | | | |

Part 4 – Resources Needed

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|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| The school will provide teachers with existing materials already available in the school. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| None | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|--|-----|----|
| <p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>30. Specify a timeframe for mid-point progress monitoring activities.</p> <p>By January 30, 2015, school administration will review available classroom data sources tracking student achievement; review teacher observation reports in Advance; review faculty professional development reports and identify additional opportunities for professional development; and monitor progress of faculty action research projects as well as teacher research logs. .</p> | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 31. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 32. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to a review of the 2013-2014 NYC School Survey Report, the school has experienced a reduction in the percentage of completed surveys by parents over a three year period. For the 2013-2014 school year, only 40% of parents completed the survey which reflects an eleven point reduction from the 2011-2012 school year. Traditionally, the school has allowed parents to complete the survey during the March Parent/Teacher Conferences and, in some instances, students were permitted to backpack the surveys to their residence in the hope they would be returned by the deadline for submission.

Strengths in this element include:

- Based on data from the 2013-2014 NYC School Survey Report, parents responded very positively regarding the statement “How satisfied are you with the education your child has received this year?” Approximately 95% of the responses were positive (45% Very Satisfied and 50% Satisfied);
- Based on data from the same report, parents also responding positively regarding the statement “How satisfied are you with the response you get when you contact your child’s school?” Approximately 96% of the responses were positive (48% Very Satisfied and 48% Satisfied);
- However, a review of the above two data points reflects a small decrease in the positive response rate as measured against the prior year’s statistics for both statements;
- The school, under the direction of our parent coordinator, has established a parent email distribution list for the purpose of providing parents up-to-date event and program information.;
- The school has a very active Parent-Teacher Association (PTA) and sponsors numerous events through the school year to build community and assist in celebrating school and student successes.

Priority needs in this element include:

- Work to increase the number of parents or households currently on the school’s parent email distribution list;
- Improve outreach and communication with our parent community regarding school celebrations of success and events sponsored by the school and/or our Parent/Teacher Association;
- Develop and implement a more comprehensive system or procedure for parents to complete and submit parent surveys; and
- Administration will discuss with the School Leadership Team and PTA whether it is feasible to allocate funds, either for the current school year or for the 2015-2016 school year, for a telephone announcement system as well as determining whether such telephone system will have a positive impact on parental involvement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will develop and implement a new comprehensive method for parents to complete the NYC School Survey as measured by the 2013-2104 NYC School Survey Report.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| #1 – The school, under the direction of the parent coordinator, will provide parents or households more opportunities to be added to the school email distribution list. | All parents. | September 2014 to June 2015. | School administration and Parent Coordinator. |
| #2 – The school will develop and implement a comprehensive system for increasing the number of submitted parent surveys during the spring. The school may establish an incentive program for classes that have 100% return rate. | All parents. | November 2014 to May 2015. | School administration, Parent Coordinator, Parent Teacher Association, Faculty and Staff. |
| #3 – The school will provide all parents of non-English speaking families, if possible, with notices, announcements of events and/or meetings at the school in their native language. | All Non-English Speaking Parents. | September 2014 to June 2015. | School administration, Parent Coordinator, and Office Personnel. |
| #4 – During the Tuesday – Family Engagement Set Aside time, the school and teachers will conduct parent outreach to discuss student progress, hold meetings, and review student achievement. In addition, the school will have a Saturday Academy and parent Workshop series to improve parental involvement. | All parents. | September 2014 to June 2015. | School administration, all teachers, and School Support Personnel. |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Selected school faculty and personnel will be utilized, certain programs will involve using laptops/technology, and basic workshop materials (i.e. charts, paper, markers, etc.). The school does not anticipate any scheduling changes to the school program.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|---|---------------|--|-----------|--|-----------|--|--------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
|---|----------|---|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

none

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By January 30, 2015, school administration with review the overall number of parents added to the distribution list since September 2014 and work with the parent coordinator to provide additional avenues for parents to join the list. Also, by January 2015, the school will have developed a system for parents to complete the Parent Survey and will discuss its implementation with all members of the school community.

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|--|-----|--|----|
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 42. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|--|--|---|---|--|
| English Language Arts (ELA) | <ul style="list-style-type: none"> • Teacher Recommendation • [Grades 1-5] Fountas and Pinnell Benchmark Assessments • Anecdotal Notes • Classroom Performance • Lack of reading readiness/early literacy skills • [Grades 3-8] Scored below proficiency (Level 1 & Level 2 on NYS Assessment in the prior year) • Writing Samples • Report Card indicators (Previous year's) • BOY Diagnostic Assessments (Treasure's and Progress) • ESL Performance | <ul style="list-style-type: none"> • Phonics/Phonemic Awareness Instruction • Building Vocabulary (Prefix, Suffix, Analogies) • Read Aloud • Shared /Modeled Writing • Text Annotation | <ul style="list-style-type: none"> • Small group Instruction • Push in/Pull out | During the school day |
| Mathematics | <ul style="list-style-type: none"> • Teacher Recommendation • Report Card indicators (Previous year's) • Classroom Performance • Pearson's Math | <ul style="list-style-type: none"> • Draw a Picture/ Diagrams • Act it out • Guess and Check • Make an Organized List • Discover a Pattern • Set the purpose | <ul style="list-style-type: none"> • Small group Instruction • Push in/Pull out | During the school day |

| | | | | |
|-----------------------|---|--|---|-----------------------|
| | <p>Assessments (EOY Math Assessment)</p> <ul style="list-style-type: none"> • [Grades 3-8] Scored below proficiency (Level 1 & Level 2 on NYS Assessment in the prior year) • BOY Diagnostic Assessment • Anecdotal Notes | <p>for a topic</p> <ul style="list-style-type: none"> • Mental Math • Create a “Cheat Sheet” – All formulas, keywords, common procedures, etc.) • Use of manipulatives • Building Vocabulary • Math Talk (Teacher or Student Led) | | |
| Science | <ul style="list-style-type: none"> • Teacher recommendation anchored in data • Level 1 or Level 2 on NYS Science Assessment | <p>Within the classrooms, teachers will differentiate instruction to meet the needs of all levels of learners. <i>The Content Reading in Social Studies and Science</i>, published by Continental Press, is delivered daily during small group instruction. This program consists of in-depth articles about curriculum related issues in Science.</p> | <ul style="list-style-type: none"> • Daily classroom instruction | During the school day |
| Social Studies | <ul style="list-style-type: none"> • Teacher recommendation anchored in data • Level 1 or Level 2 on NYS ELA Assessment | <p>Within the classrooms, teachers will differentiate instruction to meet the needs of all levels of learners. <i>The Content Reading in Social Studies and Science</i>, published by Continental Press, is delivered daily during small group instruction. This program consists of in-depth articles about curriculum related issues in</p> | <ul style="list-style-type: none"> • Daily classroom instruction | During the school day |

| | | | | |
|--|--|---|---|------------------------------------|
| | | Science. | | |
| <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <ul style="list-style-type: none"> • Students identified for mandated services outlined in their IEP • Teacher recommendation based on classroom observation and performance • Recommendation by parent/ guardian | <ul style="list-style-type: none"> • The school guidance counselor works with students in small groups and/or an individual setting one to two times a week for 30 to 40 minute sessions. Strategies are discussed and implemented to help students improve the academic performance, their self-concepts, to take pride in their work and achievement, to accept mistakes, and to develop an understanding of how to learn from these mistakes. • A full time SAPIS counselor meets with students identified by their teachers in small groups one to two times a week for 40 minutes. • The school psychologist meets with students on an as needed basis through teacher recommendation and parent request. • The school social worker meets with students on an individual basis to help them deal with | <ul style="list-style-type: none"> • Daily (all) | <p>During the school day (all)</p> |

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|--|--|--|--|--|
| | | emotional problems that interfere with the learning process. | | |
|--|--|--|--|--|

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

| | | | |
|--|---------------------------------|---|--------------------|
| Indicate with an "X" your school's Title I Status. | | | |
| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The administration in collaboration with the human resources department with the NYC Department of Education and the Children's First Network will make every effort to insure that every classroom/program has a highly qualified teacher. In addition, the school will make every effort to consider for employment only those candidates that possess the appropriate NYS license and/or certifications for any teaching vacancy.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers in the school will be offered opportunities to attend workshops, conferences, professional seminars, online webinars, and college courses that enhance their content knowledge and pedagogical skill. When possible, these activities will be funded by Title 1 Set Aside funds and other available grants.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

With the implementation of the new ReadyGEN reading curriculum for students in grades K-5 for the 2013-2014 school year, students in early childhood grades promoted to the next grade will be familiar with the school's reading program as well its program requirements. In addition, students will become more familiar with taking Performance Based Assessments as a basis for determining one factor for student achievement in both reading and writing.

Parents of students in all grades, but especially those in early childhood, are encouraged to attend information meetings with their child's teacher at the beginning of the school year for the purpose of gaining basic knowledge regarding the various curricula offered at the school as well as the academic intervention services available to all students.

All parents are encouraged to attend monthly PA meetings as well as School Leadership Team meetings so that they can receive information regarding the early childhood curricula, activities, programs, and events taking place at the school so that they can better support their child's education.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet during their common preps as well as during Collaborative Team Meeting time to reflect, review, and/or adjust end of unit assessments to be administered in the classroom. These teacher-prepared assessments helps drive instruction. School principal meets monthly with grade/department leaders to assess class and grade data.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|----------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$498,108.00 | X | Pages 10,11,13,16, 19, and 22 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |

| | | | | |
|----------------------|---------|----------------|--|---------------------------|
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | \$3,801,750.00 | | Pages 10,11,13,16, and 19 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **PS/IS 66K**, 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 the school and the families. The 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 the school community. **PS/IS 66K** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- conduct parent workshops for the Scholars program to empower parents with strategies that will enable them to nurture their intelligence;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- The Parent Coordinator will establish and maintain list serve email communication to update and inform parents of school-wide activities and initiatives, as well as serving as a communication tool for parents to reach out via email to the Parent Coordinator;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- strengthening the home school connection through utilization of JUPITER, an online communication tool that allows teachers to communicate directly with parents about their individual child's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

PS/IS 66K, 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.

- **School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- implementation of a Scholar's Program in grades kindergarten through grade 6; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- school-based website affords parents further access to school-wide events, academic programs and initiatives;
- parents access to email school staff through school website;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **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;
- **Student Responsibilities:**
- attend school regularly and arrive on time;
- provide opportunities for grade eight students to earn service credit by performing school based community service;
- middle school student collaboration with lower grade students to support academic achievement;
- complete my homework and submit all assignments on time;
- exhibit model/positive behaviors in all areas in the school to earn "Keys" as part of the school's effort to reward excellent values and character;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|----------------------------------|-------------------------|--------------------------|
| District 18 | Borough Brooklyn | School Number 066 |
| School Name P.S./I.S. 66K | | |

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

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 | 1 | 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 | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 761 | Total number of ELLs | 19 | ELLs as share of total student population (%) | 2.50% |
|--|------------|----------------------|-----------|---|--------------|

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 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Pull-out | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 16 | 0 | | 2 | 0 | | 1 | 0 | | 19 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 16 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 19 |
| Number of ELLs who have an alternate placement paraprofessional: _____ | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| 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 | |
| | ELL | EP | ELL | 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 | |
| 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 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | | | | | | 7 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 2 | 1 | | | | 1 | | 1 | | | | | | 5 |
| Haitian | | | | | 1 | | 1 | | | | | | | 2 |
| French | | | | 1 | 1 | | | | | | | | | 2 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | 1 | | | 1 | 1 | | | | | | 3 |
| TOTAL | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 19 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B) | 3 | | | | | 2 | | 1 | | | | | | 6 |
| Intermediate(I) | | 1 | 1 | | | | 2 | | | | | | | 4 |
| Advanced (A) | | 1 | | 2 | 3 | | 1 | 2 | | | | | | 9 |
| Total | 3 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 19 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 2 | | 1 | | | | | | 3 |
| 4 | 1 | | | | | | | | 1 |
| 5 | 3 | | | | | | | | 3 |
| 6 | 2 | | | | | | | | 2 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools that are used by the staff include, but are not limited to the following: ECLAS, Fountas & Pinnell, Ready-Gen, DRA, TCRWP, Foundations, Treasures Leveled reading libraries and differentiated workbooks. Teachers conference throughout the year with individual students to determine the student's current reading level. Running records are used to determine reading accuracy,

reading comprehension, fluency, retelling skills, and writing proficiency. Using these assessment tools, teachers are able to gain insight into the strengths and weaknesses of their students. Once a student's needs are identified, they are grouped accordingly. This also informs the delivery of instruction and allows for differentiation using flexible grouping.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

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

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

With an understanding of the child's linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in their native language to support their English reading comprehension. There are many factors that influence the language learning process and corresponding academic development. These include, but are not limited to: familiarity with and exposure to English, degree of proficiency in English and the native language, opportunities to learn language(s) and build knowledge (in any language) in school and the community, and prior schooling experiences.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

Of the students who have 2 NYSESLAT scores (2012, 2013), two of nine students showed growth in overall proficiency levels between the two years. The remaining seven stayed at the same level. Five of our students are new admits and only have a LAB R score. In the coming year we will compare progress between the LAB R and the NYSESLAT for these students. Additionally, we measure success for our ELL students through the ELA and Math data. Current results indicate that students are performing below grade level. We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level. According the the NYSESLAT exam history report, thirty to forty percent of the ELL population test out of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year. Students in grades six through eight take Spanish as their language elective. In order to ensure continued success of former ELL students, professional development opportunities are offered to teachers, guidance counselors, school-based support personel, and paraprofessionals throughout the year. ESL strategies to address the needs of our ELL population are embedded into all workshops.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Two certified ESL teachers, Rochelle Honigsfeld and Susan Radow, conduct the initial screening process within a period of ten school days. Although the ESL teachers do not speak another language, translators are available if needed and/or the Translation and Interpretation center is called. Students who are new to the system are identified based on their HLIS (Home Language Information Survey) and an informal oral interview in English or in the native language is conducted. Spanish speaking students are administered the Spanish LAB to determine which language is dominant. All Spanish-speaking new entrants who score at or below the cut scores on the LABR must be administered the Spanish LAB in order to determine language dominance for instructional planning. Ms. Honigsfeld, certified ESL "F" status teacher, Ms. Radow, certified ESL "F" status teacher administer the LABR as well as the Spanish LAB test under the guidance of Mr. Khan, AP and Testing Coordinator.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The ELL parent orientation takes place within ten school days of being admitted to the New York City School System. If a student tests in as an ELL through the LABR then the parent is sent an entitlement letter indicating the student is entitled to ELL services. The parent is invited to the ELL parent orientation. At the ELL parent orientation, parents watch the DVD which is also available on line. The ESL teacher explains the three programs available in the city, transitional bi-lingual, dual-language and ESL. If a parent chooses a bilingual program we explain that we will place their name on a list for such program. Should we meet the required numbers of 15 parents with the same home language requesting a bilingual program in two contiguous grades we will contact them about forming such a program. If the parent insists on a bilingual program then we will contact Central Office of ELLs in order to facilitate a transfer to a neighboring school that offers such a program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed to the students to bring home to their parents. In orientation meetings parents have the opportunity to view an ESL DVD and receive ESL materials. At the parent orientation, parents complete the program selection form and the parent survey. At the end of the orientation all forms are collected. Forms returned by the parents are given back to the ESL provider and copies are retained in the ESL classroom and stored in the assistant principal's office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once the parents select a program, placement letters are sent to the parent and a copy is maintained in a file in school (room 121). The letter is provided in the preferred language of the parent. ELLs who are continuing ELL services in the school receive a continued entitlement letter every year until they test out through the NYSESLAT; copies of this are also kept on file in the school. If a student tests out as per the NYSESLAT the student receives a non entitlement letter. Parent choice is recorded in the ELPC screen in ATS within 20 days of a student being admitted to the NYC School System. Parent choice is based on the three choices available in NYC; TBE, DL & ESL.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ATS report, NYSELAT eligibility roster, and LABR are used to determine which students are eligible for the NYSELAT. Identified students are administered the four components which include reading, writing, speaking and listening. Ms. Varela, Literacy Staff Developer and Ms. Naccarato, Early Childhood Staff Developer administer the NYSESLAT. Make-ups are administered to ensure that students receive all 4 modalities of the exam.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
PS/IS 66 offers the three programs available in NYC to Parents. To date, one hundred percent of parents have selected ESL.

Therefore, the program model offered at the school is in alignment with parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

As an implication for language acquisition, all units of ESL instruction for ELLs will be based on content area and during the pull-out sessions students will be supported through the use of strategies as outlined in the comprehensive approach to balanced literacy and comprehensive approach for mathematics. Focus will be on reading, writing, listening, comprehension and speaking as the five standards for ESL instruction are followed. Literacy, math, social studies and science are taught through connections with language development. All classes are heterogeneously grouped with the exception of the Scholars Students, who are grouped together. Classes travel together as one group. Students who are deficient in writing are helped using the pull-out model for small-group

instruction. Academic Intervention providers work on these skills in a small group setting. Period 9 has been restructured to include the bottom third of Grades 1-8. Both ELA and Mathematics are taught during this period. Many ELL students are in attendance. All Mathematics and ELL curriculum is aligned to the Common Core Learning Standards. Computer-assisted instruction as well as audio and video aids are used to foster achievement in all subject areas. The proficiency level of entitled students is determined by using the NYSELAT Exam history Report, RLAT.

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Currently our school does not have SIFE students. However, if the school were to admit a SIFE student, steps would be taken ensure success. The ESL teachers will meet with staff developers, classroom teachers and supervisors, to plan and design instruction for ELLs.

b. Newcomer ELLs meet with the School Assessment Team to become acclimated to the school community. Classroom teachers assign a class buddy or mentor to provide a smooth transition. These students receive the mandated minutes of instruction according to CR-part 154.

c. Four to six year ELLs receive mandated minutes of instruction as per CR-part 154. Academic Intervention Service Provider sees 1 fifth grade student individually 3x per week for reading and writing, grade 7 ELA teacher works with 1 student individually for reading and writing. Services are also provided through period 9 instruction.

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

e. Former ELLs are entitled to testing accommodations for up to two years after testing out of the NYSELAT. * (describe support services former ELLs receive during the first two years after exiting)

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

Comprehensive literary approaches include independent writing and word study as well as guided, shared and independent reading. Resources used for Level 4 and 5 include "English, Yes." Levels A,C, and E use "Just right Reading" and Levels A, B, and C include " Best Practices in Reading" and "Exploring Idioms in English." Communication between the ELL teachers and the classroom teachers is ongoing to ensure academic rigor.

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Currently none of our ELLs are in a full time special education setting. ELLs with disabilities receive SETTS/and or Speech. Students are mainstreamed in general education classes.

Courses Taught in Languages Other than English 

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

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

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--------------------|----------------------------|
| 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

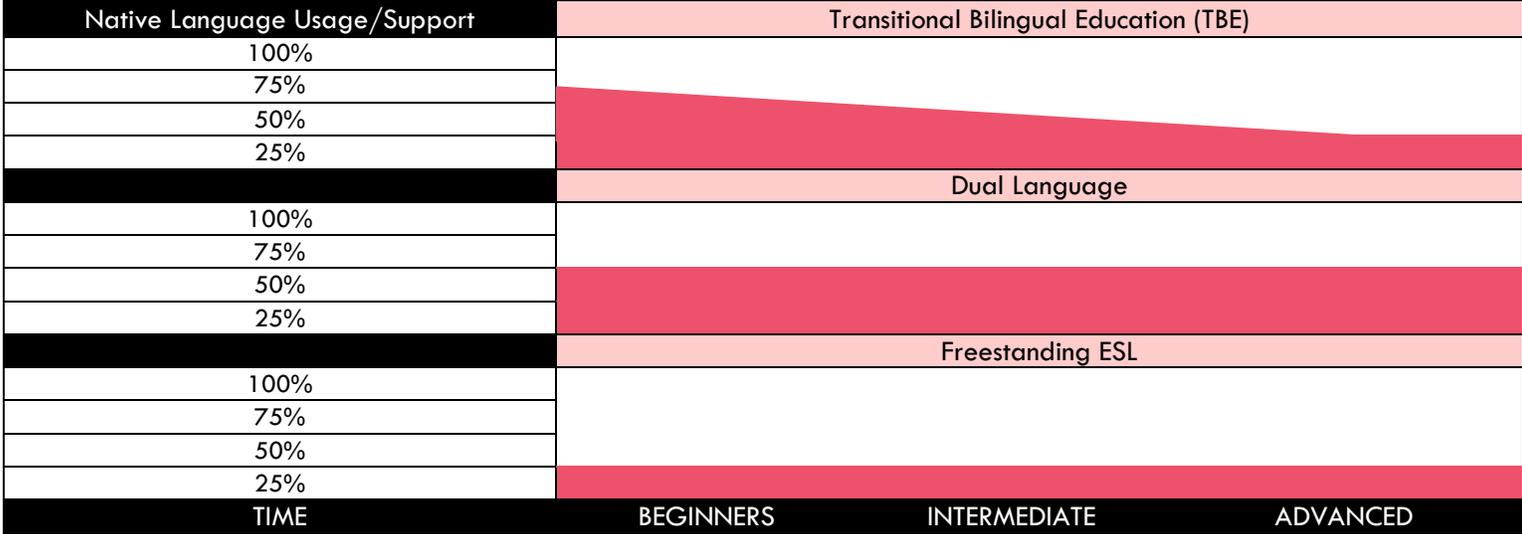
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

| | Beginning | Intermediate | Advanced |
|---|--------------------|---------------------|----------------------|
| 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.
- Teachers identify students to be targeted for intervention (which include ELLs) based on ELA/Math scores and Running Records, Treasures placement tests, classroom conference/anecdotal. Language instruction is aligned to ESL and ELA learning standards. P.S./I.S. 66 acknowledges the importance of integrating both language and content. Content area instruction is supported by the acquisition of instructional materials aligned to the standards and through the development of themes and content topics. Resources used for grades 4 and 5 include "English, Yes." Levels A,C, and E use "Just right Reading" and Levels A, B and C include " Best Practices in Reading" and Exploring Idioms in English". We use Reflex Math, after school programs /remediation, Math Manipulatives, and Foundations in Math. Social Studies interventions include the development of map skills, use of audio visual aides in content area instruction and the use of multicultural literature. Social Studies and Science content area instruction is supported by instructional materials aligned to the standards through the development of themes and content topics and hands on activities. Period 9, which is made up of students in need of Academic Intervention Services, provides instruction on Mondays and Tuesdays from 2:40-3:30 PM in ELA and Mathematics. See # 14 for materials and resources used. Students are given individualized attention according to strengths and weaknesses.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of the ELL programs based on student promotion out of the ELL program and/or advancement in level. According the the NYSESLAT exam history report, twenty five percent of the ELL population test out'of the program each year. Ninety percent of the remaining students demonstrate significant progress in one year.
11. What new programs or improvements will be considered for the upcoming school year?
- Period 9, which is made up of students in need of Academic Intervention Services, provides instruction on Mondays and Tuesdays from 2:40-3:30 PM in ELA and Mathematics. ELLs are included in this after-school program. In addition, there are a number of enrichment activities which are provided after school and include ELL students. Examples include ELA and Math Support, Word and Vocabulary Development, Italian Club, Culinary Arts, School Play, Chorus, Piano Instruction, Cheerleading, Basketball, and the Champs Program.
12. What programs/services for ELLs will be discontinued and why?
- At the present time, we do not plan to discontinue any programs that we have in place. Each program is highly effective and promotes a love of learning in our students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are involved in all of our school programs. Parents receive invites in their preferred language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials are used to support ELLs: Smart Boards, laptops, computers, listening centers, overhead projectors, audio visual aids, maps, hands-on activities, integration of visual arts, conferencing, peer tutoring, hands on activities/games, multicultural literature, kinesthetic activities/TPR, use of manipulatives, integration of music, independent/group work, and listening/speaking activities. The following materials and strategies are used for effective instruction:
- Materials and Strategies
- Treasures Reading Anthology (and guided readers K-5)
 - Treasures Supplemental ESL Activities (K-5)
 - Ready-Gen Reading Program
 - Class Novels
 - Glencoe Reading Anthology (and independent readers/class novels 6-8)
 - Glencoe Supplemental ESL Activities (6-8)
 - Envision (K-5)
 - Fountas and Pinnel
 - New York Science (K-8)
 - Creating America (K-8)
 - Dept. of Ed. Units of Study Social Studies Trade Books
 - Small group instruction
 - Graphic organizers
 - Hands on activities

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

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

N/A

C. Professional Development and Support for School Staff

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

1&2 - September 3, 4, 11, 18, 2013- Curriculum Planning/Development, Building Resiliency in School Communities - September 26, 2013, Danilelson's Framework for Teaching - October 9, 2013, NYSESLAT training 2013. Professional development opportunities are offered to teachers, guidance counselors, school based support personnel and

paraprofessionals throughout the year. Topics include, but are not limited to English Language Arts, the writing process, Mathematics, Science, Social Studies, analyzing student work/data, the arts, socialization and character, multiple intelligences and differentiated instruction, etc. ESL strategies to address the needs of our ELL population are embedded into all workshops. ESL teachers attend network, citywide and national conferences and trainings to keep abreast of current ESL trends as well as workshops provided by the office of ELLs. Those workshops include ESL and data analysis, differentiated instruction for ELL's, tiered instruction, reading and writing strategies for ESL teachers, etc. The ESL teachers are ESL certified, and related services and mainstream teachers are certified in their areas.

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

4. All school staff are provided with ongoing professional development opportunities (a minimum of 7.5 hours) at grade conferences, faculty conferences, and workshops that enable them to increase ELL student achievement. Professional development opportunities include but are not limited to understanding the Home Language Identification survey HLIS and ESL placement, a review of the ESL program, modifications for ELLs strategies for teaching ELL's in the mainstream classes, appreciating the different cultures and languages in the school and how to best support ELL's in rigorous academic tasks through scaffolding and bridging techniques. Attendance documentation is maintained by administration. Intra-visitations and collaborative meetings between classroom teachers and ESL providers serve to observe best practices and provide a smooth transition from one school level to another. The 7.5 hours of ELL training is conducted through faculty conferences held during the day, professional development workshops and during collaborative team meetings held on Wednesday afternoons. Records of these activities are maintained in an administrative binder in the principal's office.

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Part VI: LAP Assurances

| School Name: <u>PS/IS 66</u> | | School DBN: <u>18K066</u> | |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Lucille Jackson | Principal | | 1/29/14 |
| Mohamed Khan | Assistant Principal | | 1/29/14 |
| M. Anthony Baker | Parent Coordinator | | 1/29/14 |
| Rochelle Honigsfeld | ESL Teacher | | 1/29/14 |
| Arlene Jobe | Parent | | 1/29/14 |
| Julie Yarimi, SETSS | Teacher/Subject Area | | 1/29/14 |
| | Teacher/Subject Area | | |
| Rena Varela | Coach | | 1/29/14 |
| Rose Naccarato | Coach | | 1/29/14 |
| Lisa Richardson | Guidance Counselor | | 1/29/14 |
| | Network Leader | | |
| S. Radow | Other _____ | | 1/29/14 |
| M. Faustin/Translator/H/C | Other _____ | | 1/29/14 |
| Harold Hills, Dean | Other _____ | | 1/29/14 |

| | | | |
|--|-------------|--|--|
| | Other _____ | | |
|--|-------------|--|--|

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **18K066**

School Name: **P.S./I.S.66K**

Cluster: **6**

Network: **604**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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