



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

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

**27Q066**

**School Name:**

**JACQUELINE KENNEDY ONASSIS**

**Principal:**

**PHYLLIS LEINWAND**

## 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 School Number (DBN): 27Q066  
School Type: Public School Grades Served: PreK-5  
School Address: 85-11 102 Street  
Phone Number: 718-849-0184 Fax: 718-846-6889  
School Contact Person: Phyllis Leinwand Email Address: pleinwa@schools.nyc.gov  
Principal: Phyllis Leinwand  
UFT Chapter Leader: Marygrace O’Gara  
Parents’ Association President: Moraima Mojica  
SLT Chairperson: Phyllis Leinwand  
Student Representative(s): N/A

### District Information

District: 27 Superintendent: Ms. Mary Barton  
Superintendent’s Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416  
Superintendent’s Email Address: mbarton@schools.nyc.gov  
Phone Number: 718-642-5800 Fax: 718-642-5705

### Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: N211 Network Leader: Jean McKeon

## 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:

- 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\*.
- 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.\*\*
- 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<br>(Blue Ink) |
|-------------------|---|-------------------------|
| Phyllis Leinwand  | *Principal or Designee  |                         |
| Marygrace O'Gara  | *UFT Chapter Leader or Designee   |                         |
| Moraima Mojica    | *PA/PTA President or Designated Co-President  |                         |
|                   | DC 37 Representative, if applicable   |                         |
|                   | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                   | CBO Representative, if applicable   |                         |
| Patricia Sheehan  | Member/Assistant Principal  |                         |
| Donna Reynolds    | Member/Secretary  |                         |
| Allegra Boriello  | Member/Teacher  |                         |
| Eliana Figueroa   | Member/ Parent  |                         |
| Christina Delgado | Member/ Parent  |                         |
| Mayra Perez       | Member/Parent   |                         |
| Maria Cintron     | Member/ Parent  |                         |
|                   | Member/   |                         |

\*\*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.

| <b>The Six Elements of the Capacity Framework</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> 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.                 </li> </ul> |  |
| <ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>   |  |
| <ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> 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.                 </li> </ul>                  |  |
| <ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> 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.                 </li> </ul>                                 |  |
| <ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>                            |  |
| <ul style="list-style-type: none"> <li> <b>Trust:</b> 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                 </li> </ul>  |  |

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

PS 66 Queens is a diverse, collaborative school community dedicated to achieving high standards of academic excellence in all subject areas for all of our students. In partnership with families and community, the mission of PS 66 is to remain a high performing school that engages all students in exemplary teaching and learning experiences that are rigorous, differentiated, and meaningful. Our goal is to educate and support students as they begin their journey toward becoming college and career ready. Through high quality, standards-driven instruction, a nurturing environment and the development of civic, social, and technological skills, our students will become productive members of the global society.

PS 66 is a small neighborhood school providing education for 547 students from PreK-5. Our greatest assets are our teachers and their dedication to our children. One hundred percent of the teachers are state certified and licensed. The school staff has maintained strong ties to the ethnically-diverse parent community. Our students encompass a variety of ethnic and racial backgrounds resulting in a sense of tolerance and respect that permeates throughout the building. We continue to welcome a large number of children who are English Language Learners. One reason for our historical success is the continued dialogue between staff and parents. This is accomplished through the PTA, Parent Coordinator, and a cohesive School Leadership Team.

We envision our school as a community of learners where all members, students, teachers, and parents, are actively engaged in the educational process. Educators and parents, as equal partners, are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible, and contributing members of society. All standards are intended to help bring students to high levels of performance to meet the rigors and demands of life in the 21<sup>st</sup> century.

Students develop important decision-making, critical thinking, and technological skills, and the ability to communicate effectively. All students know what is expected and the school is organized for effort. In this regard, PS 66 establishes high expectations for achievement that are well understood by the students, parents and teachers.

An Integrated Collaborative Teaching (ICT) class on each grade provides academic support to students with disabilities (SWD). The teachers work collaboratively throughout the day to adapt and modify instruction for the students making sure the entire class has access to the curriculum. A Special Education Teacher Support Services (SETSS) teacher provides additional services to students with IEPs using a push-in or pull-out model.

Professional development is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals. Professional development is coordinated by the teachers, who work together to combine ideas on effective planning, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' own needs for professional development. Teachers share and learn from each other, providing best practices in order to improve student outcomes.

When success is achieved at PS 66 Q, it is recognized and celebrated through commendation, exhibition of work, and praise.

- We celebrate the Student of the Month by recognizing an outstanding student from each class.
- We recognize perfect attendance.
- An awards assembly is held annually recognizing students growth and achievement.

The school staff organizes Arts Collaborations to enrich curriculum.

- **Young Audiences** presentations are linked to social studies and other areas in the humanities.
- School trips to museums and other cultural institutions are planned throughout the year.
- **Intrepid CASA Partnership** an after-school cultural program at our site and at the Intrepid Museum that integrates social studies, science, English Language Arts and math into an exciting and fun course for our students. It will improve students' decoding skills, vocabulary, language fluency, reading comprehension and writing skills.
- Our **ARTS** curriculum focuses on a famous artist every month. After studying the artist's life and style, our students produce their own art in the same style. Classical music related to literacy is also provided on a weekly basis such as Prokofiev's *Peter and the Wolf*. Through dramatics we work on retelling skills and increase auditory comprehension of a story. We use art projects to inspire our writing. We listen to music that reviews both literacy and math concepts.
- Through the Principal's Book of the Month, we link social studies to multi-cultural and heritage studies (i.e.: Black History Month, Women's History, Hispanic History, etc.)
- Native American Museum Walk—after studying Native Americans, the fifth grade students prepare a "museum" of artifacts, models, etc., for the entire school to visit.

Community events aid our success in all areas. Our International Day provides parents, staff, and students with an opportunity to share information about heritage, customs and food in a collegial manner. During our Career Day, parents discuss with students their various careers including education needed, training, etc.

Our annual Literacy Night promotes parent involvement with a special emphasis on literacy.

We have established a new attendance initiative based on last year's attendance data. Any child that was absent 10 or more days in 2013 – 2014 was categorized as "At Risk." Every "At Risk" student was assigned a mentor teacher. The teacher is responsible for meeting with the student periodically, calling the home when he/she is absent and providing positive feedback when the student is succeeding. The importance of attendance is clear; students need to be present in school to benefit from the curriculum, meet academic expectations and other requirements.

In order to instill civic responsibilities and service to the community, our fifth grade participates in many senior activities:

- Alex's Lemonade Stand: the students sell Lemonade to the entire school to raise money for children with cancer with funds going to the Alex's Lemonade Stand Foundation
- Juvenile Diabetes walk to raise money for children with diabetes donated to Juvenile Diabetes Research Foundation
- Breast cancer bagel breakfast (think pink): to raise awareness and make a donation through *Panera Bread's* fund raising initiative.
- Annual Food Drive: the entire school brings in can/box products to be donated to the Elohim Food Pantry on 111 Street.
- Operation Gratitude: a program where students collected and donated their Halloween candy to soldiers on active duty.

Our student council representatives meet monthly to discuss and propose initiatives made by their classmates. This provides students the opportunity to participate in the democratic process and make decisions related to the school.

Each morning our Principal, Mrs. Leinwand announces a "Word of the Day". The word is defined and used in a sentence. Students are encouraged to use the word during the day.

We have been honored with the following awards:

- In 2013, we achieved the National Blue Ribbon
- In 2012, we were one of the Ten Best Schools in NYC
- In 2012, we were a NYS Reward School
- In 2009, we were honored with the Title I school of Distinction Award
- From 2009-2014, we received an "A" on NYC's Progress Report

- In 2008, we were recognized by the State and the City as a Title I school of distinction for exceeding the adequate yearly progress target for two or more years in ELA and Math.
- We received the High Performance Gap Closing School Award for school year 2005-2006.
- The New York State Business Council has recognized our reading improvement with the esteemed Pathfinder Award of 2002.

Challenges we face:

With the trends toward an increase in our ELL population, we will continue to emphasize strategies for the classroom teacher in all curriculum areas to address the needs of these children. We have established an ELL program for children in homes where English is a second language to promote literacy in the English language. Students are engaged in many group activities and a strong literacy and language program which is directly related to all curriculum areas.

Many of our students are in need of School Assessment Team (SAT) and guidance counselor services. We have an SAT team in our school 2 days per week. The IEP teacher will prepare for and attend IEP meetings of children initially referred to special education. Our Guidance Counselor is here 5 days per week and, in collaboration with the SAT, has instituted many support groups for children in need of attention in these problem areas.

Growth:

Based on our Elementary school quality snapshot, all students, including the lowest performing students, English Language Learners (ELLs) and students with disabilities, showed improvement on the state ELA and Math exams. This was determined by comparing each student's test score in 2014 to test scores of other students with the same test score in 2013. Thirty-seven percent of our students met State standards on the ELA, a figure well above the city average of 30%. Forty-two percent met state standards on the math exam. Again, this was above city average of 39%.

Based on School Data for 2014, the greatest overall growth for NYS ELA was in grade 4 with an increase of 13.5% when compared to the 2013 exam. Fourth grade also made the greatest progress on the 2014 NYS Math exam with an increase of 8.8% as compared to the 2013 exam. Also our students with disabilities showed an increase on the 2014 ELA exam with an increase of 5.8% over the 2013 exam.

Focus: Our focus for this year is on our English Language Learner population. They had a decrease in the number of proficient students by 1.8% in both ELA and Math.

## 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

- 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).
- 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.

Based on our Quality Review, we were well developed in the area of ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

We will continue to engage in rigorous and coherent curricula in all subjects by:

- Aligning curricula to CCLS
- Updating curriculum maps
- Differentiating instruction to meet the needs of all students
- Incorporating the ELA/Math shifts into units of study
- Maintaining coherence across grades and subject areas that promotes college and career readiness

An area of focus in our Quality Review (although we were rated proficient), is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

We will continue to encourage:

- teaching strategies that include questioning
- strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products
- high levels of student thinking, participation, and ownership of work products

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. Due to the fact that many of our students are new to our country, many of our ELLs are rebus level readers. We want to advance them to grade level and proficiency using Fountas and Pinnell Benchmarks. We also want to prepare them for NYS assessments. After reviewing and analyzing NYS **English Language Learner** assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found a decrease of 1.8% on the NYS ELA exam grades 3-5 and 1.8% on the NYS Math exam grades 3-5 last year (2014) as compared to the previous year (2013).

Based on this data, there is a need to establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. We presently have three certified ESL teachers, two who push-in or pull-out and one whole class teacher in grade one.

### 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.

#### **Goal 1:**

By June 2015, 80% of Non-English Language Learners continuously enrolled at PS 66 Q from October 1, 2014 to June 1,

2015 will have an increase of 3 reading levels as evidenced by Fountas and Pinnell Benchmark Assessment System.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>  | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <p>Research-based instructional programs, Professional development, to impact change:</p> <ul style="list-style-type: none"> <li>• Teachers will focus on Excellence for ELLs strengthening the specialized skill sets necessary to effectively address the academic and linguistic needs of the diverse ELL population, creating and bolstering programs to support student growth.</li> <li>• Teachers will engage students in higher order questioning techniques through the use of the Depth of Knowledge (DOK) matrix.</li> <li>• Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.</li> <li>• Staff determined that a 1-2 level increase In Fountas and Pinnell in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.</li> <li>• Utilization of a balanced literacy model, research based reading system (Treasure Chest for ELLs and Wonders) and math (Envisions) system that are aligned to the CCLS.</li> <li>• Vocabulary Links for English Language Development</li> <li>• Continental Press NY ELLs workbooks</li> <li>• Rosetta Stone Levels 1-5</li> <li>• Technology support for internet based programs that target analysis of student needs and strategic improvement is used. ESL Online Language Sites: abcya.com, raz-kids.com, reading A-Z.com, brainpopESL.com, more.starfall.com, imaginelearning.com, destinationreading.com</li> <li>• Wilson Foundations Program for phonics in grades K,1 and 2 is used.</li> <li>• ELL students in all grades will engage in the appropriate instructional math activities for their grade.</li> </ul> | <p>All teachers.<br/>All ELL K-5 students</p>                  | <p>9/2014-6/2015</p>  | <p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff.</p>                              |

|   |                      |               |  |
|---|----------------------|---------------|--|
| <ul style="list-style-type: none"> <li>Professional development—Danielson 3b-questioning and discussion techniques.</li> <li>Our teachers receive training from the ELL teachers on a monthly basis in the use of ELL strategies in all curriculum areas.</li> </ul>  |                      |               |  |
| <p>To understand needs and incorporate trust, we will continually seek input and feedback from families, students and teachers through:</p> <ul style="list-style-type: none"> <li>Tuesday parent outreach sessions</li> <li>Student feedback through consultation.</li> <li><b>Positive Parenting Strategies Workshops</b> with topics that aid parents of students with IEPs, ELLs, and general education. Topics include: Positive Discipline rules and routines, Limitations and Boundaries, Diagnosis alphabet soup, Attention and Focus, Learning Strategies, Autism, and Interpersonal Relationships/bullying. Parents give input in the form of evaluation forms as well as interactive discussions. Additionally parents will be invited to participate in panel discussions to aid other parents. The purpose is to develop positive relationships with parents and staff to impact student achievement as well as the social/academic growth needed to become college and career ready.</li> <li>Monthly grade meetings with parents and classroom teachers</li> <li>Class newsletters to communicate class events</li> <li>EChalk</li> <li>Parent coordinator monthly meetings</li> <li>Monthly PTA meetings</li> <li>SLT monthly meetings</li> </ul> | All ELL K-5 students | 9/2014-6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff.   |
| <p>Strategies to address needs of ELLs:</p> <ul style="list-style-type: none"> <li>The use of at-risk teachers will lower the teacher-pupil ratio, and will be used to develop pupil literacy/math skills in small groups.</li> <li>ELL teachers will use push-in/pull-out model</li> <li>Students are engaged in many group activities and a strong literacy and language program which are directly related to all curriculum areas.</li> <li>Before and after school programs to develop language skills that assist ELLs to function effectively in their regular classrooms.</li> <li>All ELLs will participate in literacy-based programs that have been established as part of the overall instructional program.</li> <li>All ELLs will be encouraged to attend before and after school programs and extended day.</li> <li>ELL teachers will service all ELLs as required under NYC DOE regulations and guidelines.</li> <li>The school has two Pre-K classes that focus on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades.</li> <li>Direct instruction and high quality professional</li> </ul>                                   | All ELL K-5 students | 9/2014-6/2015 | Principal, Assistant Principals, AIS teachers, ELL teacher, IEP/SETTS teachers |

|  |   |               |  |
|--|---|---------------|--|
| development to have a positive and lasting impact on the teachers' performance in classrooms.  |   |               |  |
| <p>Strategies to increase parent involvement include</p> <ul style="list-style-type: none"> <li>• Parent coordinator conducts monthly parent workshops.</li> <li>• Related services point person conducts monthly meetings with parents</li> <li>• Parent outreach on Tuesdays from 2:40-3:20</li> <li>• PTA meetings</li> <li>• Title I Parent meetings</li> <li>• eChalk computer program to foster communication between the teacher and the home</li> <li>• monthly grade meetings with parents on a rotating basis</li> <li>• 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.</li> </ul> | Parents, teachers, students, administrators | 9/2014-6/2015 | Principal, assistant principals, parent coordinator, teachers. |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| <p>Resources :</p> <ul style="list-style-type: none"> <li>• Administrators, Teachers, Parents, Parent coordinator, SETSS teachers, ELL teachers, Guidance counselor, related services providers</li> <li>• Reading Wonders, Envisions Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science, Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.</li> <li>• Technological support and Internet based programs</li> </ul> |

**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 | X | Title IIA | X | Title III |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |   |           |   |           |  |        |
|  |          |   |               |   |           |   |           |  |        |

**Part 6 – Progress Monitoring**

|   |
|---|
| <p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• The midpoint benchmark that will indicate school progress toward meeting this goal will be the <i>Wonders</i> reading and Envisions math midterm assessments to be completed by January 30, 2015. Also, we will use Fountas &amp; Pinnell benchmark assessments. Growth will be measured against the beginning of the year assessment.</li> <li>• On-going progress will be monitored by administrators through observations, looking at student work and lesson plans.</li> </ul> |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>   |

|  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |
|  |  |     |  |    |

## 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

- 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).
- 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.

Based on our Quality Review, we were well developed in the area of ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

An area of focus in our Quality Review (although we were rated proficient), is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Based on Advance data domain 3B, 61% of our teachers were rated highly effective while 39% were rated effective. To improve upon the teachers’ MOTP scores:

- Professional development (PD) is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals.
- PD is coordinated by the administration and a curriculum teams, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assisting teachers’ individual needs for professional development.
- The PD will take place on days as prescribed by the DOE guidelines and professional development days.
- PD will be on-going at grade conferences

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found a decrease in grade 3 achievement by 7.6% and in grade 5 a decrease of 13.7% in ELA and an increase of 13.5% in grade 4. In Math, grade 3 decrease by 3.1% and grade 5 decrease by 5.1% while grade 4 increased by 8.8%.

Based on this data, there is a need to establish a culture for learning that communicates high expectations to staff and provide supports to achieve those expectations.

### 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, 100% of the teachers in Grades K-5 will design and pose higher order thinking questions to promote student thinking and deep discussion as measured by Charlotte Danielson’s Framework for Teaching as evidenced in a 2% increase of effective and highly effective teachers in domain 3B in Advance.

### 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:

- Research-based instructional programs, professional

**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*

| <p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>   |                             |               | <i>activity/strategy?</i>  |
|---|-----------------------------|---------------|--|
| <p>Research-based instructional programs, Professional development, to impact change:</p> <ul style="list-style-type: none"> <li>Teachers will engage students in higher order questioning techniques through the use of the Depth of Knowledge (DOK) matrix.</li> <li>Utilization of a balanced literacy model, research based reading system (Wonders) and math (Envisions) system that are aligned to the CCLS.</li> <li>Wilson Foundations Program for phonics in grades K,1 and 2 is used.</li> <li>The use of at-risk teachers will lower the teacher-pupil ratio, and will be used to develop pupil literacy/math skills in small groups.</li> <li>Technology support for internet based programs that target analysis of student needs and strategic improvement is used.</li> <li>Professional development—Danielson 3b-questioning and discussion techniques.</li> <li>Academic Intervention services will be provided for those students who require additional assistance to meet the standards in ELA (students who scored Level 1 or 2 on the ELA or math).</li> <li>Cluster teachers using content area reading strategies will emphasize critical thinking, reading and writing skills in order to promote and reinforce a school wide focus on literacy.</li> <li>Students will develop important decision-making, critical thinking, and technological skills, and the ability to communicate effectively.</li> <li>Class trips to cultural institutions, institutions of higher learning, cultural or historic events are planned.</li> <li>Internet explorations for research projects are utilized.</li> </ul> | All students K-5, ELLs, SWD | 9/2014-6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff. |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups are:</p> <ul style="list-style-type: none"> <li>AIS small group instruction, before &amp; after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ESL program conducted by certified SETSS and ELL teachers</li> <li>A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</li> <li>Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology.</li> </ul>  | All students K-5, ELLs, SWD | 9/2014-6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff. |

|  |                                   |                   |   |
|--|-----------------------------------|-------------------|---|
| <p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>• Parent coordinator conducts monthly parent workshops.</li> <li>• Related services point person conducts monthly meetings with parents</li> <li>• Parent outreach on Tuesdays from 2:40-3:20</li> <li>• PTA meetings</li> <li>• Title I Parent meetings</li> <li>• eChalk computer program to foster communication between the teacher and the home</li> <li>• monthly grade meetings with parents on a rotating basis</li> <li>• 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.</li> </ul> | All students<br>K-5, ELLs,<br>SWD | 9/2014-<br>6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff, Parent Coordinator |
| <p>To understand needs and incorporate trust, students will build on each other’s ideas during class discussions:</p> <ul style="list-style-type: none"> <li>• allowing children to make decisions, involving them in discussions, and trusting that their opinions and input will be useful.</li> <li>• sharing information, providing constructive feedback</li> </ul>   | All students<br>K-5, ELLs,<br>SWD | 9/2014-<br>6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff, Parent Coordinator |

**Part 4 – Resources Needed**

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

- Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor
- Reading Wonders, Envisions Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science,
- Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.
- Technological support and Internet based programs

**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 | <b>Tax Levy</b> | X | <b>Title I Basic</b> | X | <b>Title IIA</b> | X | <b>Title III</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|---|------------------|---|------------------|--|---------------|

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

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

**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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- The midpoint benchmark that will indicate school progress toward meeting this goal will be the *Wonders or Treasure Chest* reading and Envisions math midterm assessments to be completed by January 30, 2015. Growth will be measured against the beginning of the year assessment.
- Staff determined that by January 30, 2015, a 3% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- On-going progress will be monitored by administrators through observations, looking at student work and

lesson plans.

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

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

- 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).
- 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.

Based on our Quality Review, we were well developed in the area of ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

Also from our Quality Review, we were well developed in the area of engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Based on Advance domain 3c data, 9% of our teachers scored effective and 91% scored highly effective. Our goal is to have all teachers score highly effective in this area of engaging students in learning.

We will continue to address this need by:

- inter-visitations,
- common planning
- All teachers participate in grade level teams using collaborative inquiry to hone in on relevant issues and target students for inquiry work and study. Grade level planning enables the teachers to have a well developed instructional plan to enable all students to be prepared for the future.
- There is a common prep planning period for each grade once a week with a Literacy Team liaison. In addition, teachers have a common planning period every day. This enables the grade to discuss and plan best practices and multiple entry points to support a diversity of learners and targeted groups i.e.: English language learners, students with IEPs, etc.
- The data specialist supports their work by providing them with professional development in analyzing data.
- These sessions have improved the quality of teaching through the sharing of best practices and targeting interventions that improve student outcomes.
- Horizontal and vertical team meetings for curriculum planning are held bi-weekly.

An area of focus in our Quality Review (although we were rated proficient), is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found a decrease in grade 3 achievement by 7.6% and in grade 5 a decrease of 13.7% in ELA and an increase of 13.5% in grade 4. In Math, grade 3 decrease by 3.1% and grade 5 decrease by 5.1% while grade 4 increased by 8.8%.

Based on this data, there is a need to observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote

professional growth and reflection.

**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.

All collaborative teacher teams will participate in professional learning opportunities to improve student engagement as measured by a 2% increase of effective and highly effective teachers in domain 3C in Advance.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>  | <b>Target Group(s)</b><br><i>Who will be targeted?</i>     | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| Research-based instructional programs, professional development, and/or systems and structures needed to impact change: <ul style="list-style-type: none"> <li>• 100% of the teachers will meet each Monday for Professional Learning Communities to strengthen professional growth and improve classroom instructional practices.</li> <li>• Increased teacher leadership and ownership of their learning as evidence by teacher lead session and teacher initiated topics.</li> <li>• Use of Danielson’s Frameworks—focus will be on Frameworks 3b, using questioning and discussion techniques, 3c, engaging students in learning, 3d, using assessment in instruction.</li> </ul>   | All teachers.  | 9/2014-6/2015   | Principal, Assistant Principals, Instructional Leads, all pedagogical staff                              |
| Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups: <ul style="list-style-type: none"> <li>• AIS small group instruction, before &amp; after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ESL program conducted by certified SETSS and ELL teachers</li> <li>• A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</li> <li>• Students placed in an ESL Program will receive instruction in English only using intensive ESL methodology.</li> </ul> | All teachers.<br>All students, K-5 including ELLS and SWD. | 9/2014-6/2015   | Principal, Assistant Principals, Instructional Leads, all pedagogical staff                              |
| Strategies to increase parent involvement and engagement: <ul style="list-style-type: none"> <li>• Parent coordinator conducts monthly parent workshops.</li> <li>• Related services point person conducts monthly meetings with parents</li> <li>• Parent outreach on Tuesdays from 2:40-3:20</li> <li>• PTA meetings</li> </ul>   | All teachers.<br>All parents of students, K-5.             | 9/2014-6/2015   | Principal, Assistant Principals, Instructional Leads, all pedagogical staff, Parent Coordinator          |

|  |              |               |  |
|--|--------------|---------------|--|
| <ul style="list-style-type: none"> <li>Title I Parent meetings</li> <li>eChalk computer program to foster communication between the teacher and the home</li> <li>Monthly grade meetings with parents on a rotating basis</li> <li>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.</li> </ul> |              |               |  |
| <p>Activities that address the Capacity Framework element of Trust:</p> <ul style="list-style-type: none"> <li>To understand needs and incorporate trust, teachers will participate in high quality, focused professional development within a culture of respect and continuous improvement as evidenced in Effective/Highly Effective observations, non-ratable visits, LASW protocol, revisions to lesson and unit plans.</li> </ul>  | All teachers | 9/2014-6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff, |

#### **Part 4 – Resources Needed**

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

- Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor
- Reading Wonders, Envisions Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science,
- Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.
- Technological support and Internet based programs

#### **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 | <b>Tax Levy</b> | X | <b>Title I Basic</b> | X | <b>Title IIA</b> | X | <b>Title III</b> | X | <b>Grants</b> |
|---|-----------------|---|----------------------|---|------------------|---|------------------|---|---------------|

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

#### **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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- A teacher survey will be administered in February 2015 to identify the impact of PLCs and surface additional professional learning opportunities.
- On-going progress will be monitored by administrators through observations, looking at student work and lesson plans. Formal and Informal observations will show an increase in high levels of student participation, effective use of student responses and ideas, enthusiastic student discussions, tasks that are challenging, etc.

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

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## 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

- 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).
- 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.

Based on our Quality Review, we were well developed in the area of ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

An area of focus in our Quality Review (although we were rated proficient), is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Also from our Quality Review, we were well developed in the area of engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

- The principal will continue to lead PD and have beginning of year, middle of year and end of year goal setting meeting with teachers to ensure they are meeting their professional goals as well as the goals of their students.
- School leaders will articulate expectations in post-observation conferences and in written observations.
- School leaders and faculty regularly ensure the achievement of learning goals by tracking progress at the school, teacher team, and classroom level.
- High quality professional development in Literacy and data retrieval is provided for teachers and parents. The school aligns professional development with student performance data, the needs of the staff, and regional initiatives.
- We have established teams on every grade level where staff members, after analyzing student work, provide instruction to students in small groups.
- Teams help to develop teacher capacity and collaboration. It empowers the teachers to make decisions about how best to instruct their students. It enables them to organize around the learning of a select group of students for whom they then share responsibility. It focuses teachers on aligning assessment, curriculum, instruction and professional development to generate school-wide improvement.

Based on Advance domain 3c data, 9% of our teachers scored effective and 91% scored highly effective. Our goal is to have all teachers score highly effective in this area of engaging students in learning.

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found a decrease in grade 3 achievement by 7.6% and in grade 5 a decrease of 13.7% in ELA and an increase of 13.5% in grade 4. In Math, grade 3 decrease by 3.1% and grade 5 decrease by 5.1% while grade 4 increased by 8.8%. In previous Quality Reviews it was stated, “The principal has a clear vision for the future development of the school and uses data strategically to make highly effective decisions to enhance learning”.

Based on this data, there is a need to continue to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

### 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, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 100% of teachers rating effective and highly effective for component 3 c.: Engaging Students in Learning.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| Research-based instructional programs, professional development: <ul style="list-style-type: none"> <li>• Principal will lead by example by conducting/participating 25 horizontal or vertical teacher team meetings.</li> <li>• Principal will empower teachers to make the decisions about how to best instruct their students</li> <li>• Organize teachers around the learning of a select group of students for whom they share responsibility</li> <li>• Focus teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement.</li> </ul>  | All teachers   | 9/2015-6/2015   | Principal, Assistant Principals, Instructional Leads, all pedagogical staff                              |
| Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups: <ul style="list-style-type: none"> <li>• AIS small group instruction, before &amp; after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ESL program conducted by certified SETSS and ELL teachers</li> <li>• A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including: professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</li> <li>• Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology.</li> </ul> | All students including ELLs and SWDs                   | 9/2015-6/2015   | Principal, Assistant Principals, Instructional Leads, all pedagogical staff                              |
| Strategies to increase parent involvement and engagement: <ul style="list-style-type: none"> <li>• Parent coordinator conducts monthly parent workshops.</li> <li>• Related services point person conducts monthly meetings with parents</li> <li>• Parent outreach on Tuesdays from 2:40-3:20</li> </ul>   | All teachers.<br>All parents of students, K-5          | 9/2015-6/2015   | Principal, Assistant Principals, Instructional Leads, all pedagogical staff, Parent                      |

|  |              |               |   |
|--|--------------|---------------|---|
| <ul style="list-style-type: none"> <li>• PTA meetings</li> <li>• Title I Parent meetings</li> <li>• eChalk computer program to foster communication between the teacher and the home</li> <li>• monthly grade meetings with parents on a rotating basis</li> <li>• 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.</li> </ul> |              |               | Coordinator   |
| <p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> <li>• To understand needs and incorporate trust, the Principal will ensure professional learning is evident and has an impact on student achievement and classroom instruction.</li> <li>• Principal supports the sharing of promising practices</li> <li>• Deepens collaboration and communication between school and home.</li> </ul>  | All teachers | 9/2015-6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| <ul style="list-style-type: none"> <li>• Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor</li> <li>• Reading Wonders, Envisions Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science,</li> <li>• Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.</li> <li>• Technological support and Internet based programs</li> </ul> |

**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 | X | Title IIA | X | Title III |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |   |           |   |           |  |        |
|  |          |   |               |   |           |   |           |  |        |

**Part 6 – Progress Monitoring**

|   |  |     |  |    |
|---|--|-----|--|----|
| <p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>   |  |     |  |    |
| <ul style="list-style-type: none"> <li>• By February 2015 principal will consider PLC feedback to confirm and revise P.S.66’s the professional development plan.</li> <li>• The midpoint benchmark that will indicate school progress toward meeting this goal will be the <i>Wonders</i> reading and Envisions math midterm assessments to be completed by January 30, 2015. Growth will be measured against the beginning of the year assessment.</li> <li>• On-going progress will be monitored by administrators through observations, looking at student work and lesson plans.</li> </ul> |  |     |  |    |
| <b>Part 6b.</b> Complete in <b>February 2015.</b>   |  |     |  |    |
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>  |  | Yes |  | No |

- 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

- 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).
- 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.

Based on our Quality Review, we were well developed in the area of ensuring engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

An area of focus in our Quality Review (although we were rated proficient), is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

We were also found to be well developed in the area of school culture. We establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. Based on the 2013-2014 school survey, we scored a 96% in school culture satisfaction. We will continue to implement practices to encourage parental participation and involvement in students’ education.

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found a decrease in grade 3 achievement by 7.6% and in grade 5 a decrease of 13.7% in ELA and an increase of 13.5% in grade 4. In Math, grade 3 decrease by 3.1% and grade 5 decrease by 5.1% while grade 4 increased by 8.8%. Eighty-six percent of parents responded to the 2014 School Survey with favorable response, however only 58% responded highly satisfied to the question “The school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.”

Based on this data, there is a continued need to maintain and increase a culture of mutual trust and positive attitudes with parents and families that supports the academic and personal growth of students that is understood and supported by the entire school community.

### 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, 100% of parents and teachers will be invited to attend regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent committee, PTA) to inform and strengthen the parent and school community connection, as evidenced in, attendance at meetings, Tuesday parent outreach logs and feedback from monthly parent surveys.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal | <b>Target Group(s)</b> | <b>Timeline</b><br><i>What is the</i> | <b>Key Personnel</b><br><i>Who is responsible</i> |
|--|------------------------|---------------------------------------|---|
|--|------------------------|---------------------------------------|---|

| <p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>  | <p>Who will be targeted?</p>                    | <p>start and end date?</p> | <p>for implementing and overseeing the activity/strategy?</p>                      |
|---|---|----------------------------|--|
| <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• Staff and parents as equal partners, are focused on empowering all students with the academic skills and rich civic and social experiences to further their educational goals.</li> <li>• All members of our school community must share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.</li> <li>• All parents and teachers will be invited to attend regularly scheduled parent and school meetings PTA, SLT, Annual Title I Parent Meeting, Title I Parent committee, PTA) to inform and strengthen the parent and school community connection.</li> <li>• All parents will attend parent/teacher conferences 4 times a year</li> <li>• eChalk computer program to foster communication</li> <li>• Maintaining outreach logs, feedback from monthly parent meetings, eChalk and teacher and parent responses on the School Survey.</li> <li>• School trips to museums and other cultural institutions are planned throughout the year.</li> <li>• <b>Intrepid CASA Partnership</b> an after-school cultural program at our site and at the Intrepid Museum that integrates social studies, science, English language arts and math into an exciting and fun course for our students. It will improve students' decoding skills, vocabulary, language fluency, reading comprehension and writing skills.</li> <li>• Community events aid our success in all areas. Our International Day provides parents, staff, and students with an opportunity to share information about heritage, customs and food in a collegial manner.</li> <li>• During our Career Day, parents discuss with students their various careers including education needed, training, etc.</li> <li>• Our annual Literacy Night promotes parent involvement with a special emphasis on literacy.</li> </ul> | <p>Teachers and Parents of all students K-5</p> | <p>9/2014-6/2015</p>       | <p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff</p> |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups:</p> <ul style="list-style-type: none"> <li>• AIS small group instruction, before &amp; after school programs for Level 1 and 2 students, push-in/pull-out SETSS, and ESL program conducted by certified SETSS and ELL teachers</li> <li>• A Special Education IEP teacher will be assigned to support the Special Education student and staff needs including:</li> </ul>   | <p>Teachers and Parents of all students K-5</p> | <p>9/2014-6/2015</p>       | <p>Principal, Assistant Principals, Instructional Leads, all pedagogical staff</p> |

|  |  |               |   |
|--|--|---------------|---|
| <p>professional development, IEP mandates, adaptive strategies, best approach methodology, data analysis, comprehensive needs assessment, and program design.</p> <ul style="list-style-type: none"> <li>Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology.</li> </ul>   |  |               |   |
| <p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>Parent coordinator conducts monthly parent workshops.</li> <li>Related services point person conducts monthly meetings with parents</li> <li>Parent outreach on Tuesdays from 2:40-3:20</li> <li>PTA meetings</li> <li>Title I Parent meetings</li> <li>eChalk computer program to foster communication between the teacher and the home</li> <li>monthly grade meetings with parents on a rotating basis</li> <li>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.</li> </ul> | Teachers and Parents of all students K-5 | 9/2014-6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff, Parent Coordinator |
| <p>Activities that address the Capacity Framework element of Trust:</p> <ul style="list-style-type: none"> <li>To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/parent connections.</li> </ul>   | Teachers and Parents of all students K-5 | 9/2014-6/2015 | Principal, Assistant Principals, Instructional Leads, all pedagogical staff                     |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |
| <ul style="list-style-type: none"> <li>Administrators, Teachers, Parents, Parent coordinator, ELL teachers, Guidance counselor</li> <li>Reading Wonders, Envisions Math, Foundations, Houghton Mifflin Harcourt Social Studies, Harcourt Science,</li> <li>Fountas and Pinnell Assessments, Benchmark assessments, unit assessments, etc.</li> <li>Technological support and Internet based programs</li> </ul> |

**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 | X | Title IIA | X | Title III | X | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |   |           |   |           |   |        |
|  |          |   |               |   |           |   |           |   |        |

**Part 6 – Progress Monitoring**

|   |
|---|
| <p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul> |
| <ul style="list-style-type: none"> <li>By February 2015 parent involvement at school events will increase by 10% as measured by sign-in sheets and parents feedback. Parents and teachers will develop and establish an environment of trust, and a strong parent</li> </ul>  |

and school community connection as evidenced by outreach logs, feedback from monthly parent meetings, eChalk and by teacher and parent responses on the School Survey.

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

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

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>  | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|---|--|---|--|
| <b>English Language Arts (ELA)</b>                 | Students scoring Level 1 and/or 2 on the ELA; Fountas and Pinnell individual student assessment | <p>FUNDATIONS Phonics and Phonemic Awareness Grades K, 1, and 2.</p> <p>ELA/Reading strategies and skills</p> <p>We Utilize:</p> <ul style="list-style-type: none"> <li>Wonders Reading System</li> </ul> <p>In grades K-2, at-risk students are assessed in phonics and phonemic awareness using Wilson Foundations Wonderworks intervention program, Ready ELA, Rosetta Stone for ELLs, Destination reading, Imagine Learning, etc. Emphasis will be placed on critical thinking, reading and writing skills and strategies in order to promote and reinforce a school wide focus on literacy.</p> | <p>Small group:</p> <p>Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving literacy. To reduce student ratio, a teacher push-in model in literacy is implemented. The teachers can spend more time targeting the individual needs of each child including children with special and language-learning needs.</p> | During the school day, and before or after school programs.                                    |
| <b>Mathematics</b>                                 | Students scoring Level 1 and/or 2 on the NYS Math Assessment, Envisions math system assessments | Ready Math, Destination Math, IXL, BrainPop, Envisions Math  | Students designated as at-risk will participate in small group instruction that takes place in each class in order to realize our school goal of improving math skills. To reduce student ratio,  | During the school day, and before or after school programs.                                    |

|   |   |  |  |                    |
|---|---|--|--|--------------------|
|   |   |  | a push-in model in math will be implemented. The teachers can spend more time targeting the individual needs of each child.  |                    |
| <b>Science</b>  | Academic Intervention Support in the area of science will be provided to those students who are at-risk of not meeting the state standards.   | Extra time will be devoted to content instruction<br>Frequency based on identified needs<br>Classroom Computers will be used for informational purposes by students. | Reduced Student-Teacher ratio enabling small group and individualized instruction based on assessed needs.<br>One to one or small group.<br>Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels.<br>Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels. | During school day  |
| <b>Social Studies</b>   | Academic Intervention support in the area of social studies will be provided to those students who are at-risk of not meeting the state standards.  | Extra time will be devoted to content instruction<br>Frequency based on identified needs<br>Classroom Computers will be used for informational purposes by students. | Reduced Student-Teacher ratio enabling small group and individualized instruction based on assessed needs.<br>Using a push-in/pull-out model, the ELL teacher will assist students in meeting the proficiency levels.<br>Using a push-in/pull-out model, the SETSS teacher will assist students with IEPs in meeting the proficiency levels.                               | During school day  |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Guidance services are used to improve the conflict resolution skills of the students.<br>The guidance counselor provides support for new teachers in this area as well as defining student referral | Counseling programs.<br>Evaluation by psychologist.  | One to One<br>Small Group  | During school day. |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>policies. H/she will continue with our school wide behavior modification incentive program. The interventions, as delineated in the New Continuum Plan will focus upon providing students with on-going support services. Guidance counseling is provided during school hours in a small group or individual setting depending upon the needs of the child. The purpose is to help the children develop knowledge and understanding of themselves and of others to better reach their full potential.</p> <p>Our school psychologist is at our school on a part time basis. She does not provide AIS services. She is only responsible for evaluations and re-evaluations.</p> <p>Our school's social worker is at our school on a part time basis. She does not provide AIS services.</p> |  |  |  |
|--|---|--|--|--|

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

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

**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).   |
| <p>Professional development (PD) is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals. PD is coordinated by the administration and a curriculum teams, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assisting teachers' individual needs for professional development. The PD will take place on days as prescribed by the DOE guidelines and professional development days. PD will be on-going at grade conferences. Professional Development will include:</p> <ul style="list-style-type: none"> <li>• Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation</li> <li>• Focus on core content and modeling of teaching strategies for the content</li> <li>• Inclusion of opportunities for active learning of new teaching strategies</li> <li>• Provision of opportunities for collaboration among teachers</li> <li>• Inclusion of embedded follow-up and continuous feedback</li> </ul> |

### Professional Development Long Term Goals

- Improve student learning and achievement by promoting high quality classroom instruction
- Use Danielson’s Component Rubrics to self-assess practices in each domain
- Support teacher growth through the ADVANCE
- Promote educational leadership among collaborative groups /teacher teams
- Provide opportunities and resources that support professional development activities initiated by an individual staff member or group of staff members
- Reflect on and shift daily practices as well as the planning and implementation of Common Core aligned units
- Use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth

### Short Term Goals

- **Individual Student Goals** - Introduce goals and procedures to be adapted in the 2014 – 2015 school year. Utilizing data and student information teacher will develop Individual Student Goals.
- **Fountas and Pinnell** - Norming and review. Teachers will review and interpret student data. Collected information will be placed into spreadsheets and STARS Classroom.
- **Using Questioning and Discussion Techniques (3b)**
  - Formative Assessment - Participants will utilize data to improve student achievement, understanding of content standards and analysis of student responses.
  - Close Reading of Complex Text - Participants will realize and develop strategies for student-use in comprehending complex text through the use of discussions.
  - Guided Reading - Teachers develop questions to scaffold specific comprehension thought processes students will need to synthesize reading.
  - DOK/ Bloom’s - Participants will create genuine discussion plans to promote thinking among students and initiate/extend classroom discussions using DOK and Bloom’s Taxonomy.
  - Mathematics - Teachers will participate in an expansion of enhanced quality of content presented to students. More frequent use of investigative practices, questioning, and sense-making practices.

All teachers with ELL students in their classes are trained in appropriate instructional strategies so as to meet the needs of the children within the confines of their classrooms. In addition, the ELL teacher will provide additional support and staff development as needed. Staff development for reading in the content area to focus on a variety of teaching strategies will be provided as needed. The ESL teacher provides PD to classroom teachers. All teachers who have ELL students are provided with appropriate instructional strategies in order to meet the needs of the children within the confines of their classroom.

### 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.).

**Student transition:**

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

**Involvement of Parents in Transition:**

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

**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.

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

- Professional development day planning
- Monday and Tuesday professional development
- Grade Conferences
- Teacher Team meetings
- At inquiry periods

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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.

| <b>Program Name</b> | <b>Fund Source</b> (i.e. Federal, State or Local) | <b>Funding Amount:</b> Indicate the amount contributed to Schoolwide pool. | 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. |
|---------------------|---|--|---|
|                     |   |  |   |

|   |         | (Refer to Galaxy for FY '15 school allocation amounts.) | Column A<br>Verify with an (X) | Column B<br>Page # Reference(s)                 |
|---|---------|---|--------------------------------|---|
| Title I Part A (Basic)                              | Federal | \$246,273   | X                              | Pages<br>7,8,9,10,11.13,14,15,17,18,20,21,23,24 |
| Title I School Improvement 1003(a)                  | Federal |   |                                |   |
| Title I Priority and Focus School Improvement Funds | Federal |   |                                |   |
| Title II, Part A                                    | Federal | \$103,949   | X                              | Pages<br>7,8,9,10,11.13,14,15,17,18,20,21,23,24 |
| Title III, Part A                                   | Federal | \$11,200  | X                              | Pages<br>7,8,9,10,11.13,14,15,17,18,20,21,23,24 |
| Title III, Immigrant                                | Federal |   |                                |   |
| Tax Levy (FSF)                                      | Local   | \$2,747,113   | X                              | Pages<br>7,8,9,10,11.13,14,15,17,18,20,21,23,24 |

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 66 Queens**, 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 66 Queens** 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;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;
- 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)**

**PS 66 Queens**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

|  |                       |                          |
|--|-----------------------|--------------------------|
| District <b>27</b>                                   | Borough <b>Queens</b> | School Number <b>066</b> |
| School Name <b>Jacqueline Kennedy Onassis School</b> |                       |                          |

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |  |                      |           |   |          |
|--|--|----------------------|-----------|---|----------|
| Total number of students in school (Excluding Pre-K) |  | Total number of ELLs | <b>96</b> | ELLs as share of total student population (%) | <b>%</b> |
|--|--|----------------------|-----------|---|----------|

# 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   |           |           |           |           |           |           |          |          |          |          |          |          |          | Tot #     |
|---|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
|   | K         | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       |           |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| <b>Freestanding ESL</b>   |           |           |           |           |           |           |          |          |          |          |          |          |          |           |
| Pull-out  | 20        |           | 15        | 12        | 22        | 12        |          |          |          |          |          |          |          | 81        |
| self-contained  |           | 15        |           |           |           |           |          |          |          |          |          |          |          | 15        |
| <b>Total</b>  | <b>20</b> | <b>15</b> | <b>15</b> | <b>12</b> | <b>22</b> | <b>12</b> | <b>0</b> | <b>96</b> |

## B. ELL Years of Service and Programs

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

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

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 77                | 27   | 8   | 19               |      |     |                                    |      |     | 96    |

| 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 |       |    |
| <b>Total</b>   | 77   | 27  | 8                | 19   | 0   | 0                                  | 0    | 0   | 0     | 96 |
| Number of ELLs who have an alternate placement paraprofessional: _____ |      |     |                  |      |     |                                    |      |     |       |    |

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

|              | K         | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      | 17        | 9         | 10        | 8         | 18        | 8         |          |          |          |          |          |          |          | 70        |
| Chinese      |           | 1         |           |           |           |           |          |          |          |          |          |          |          | 1         |
| Russian      |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| Bengali      |           | 1         | 2         | 3         | 2         | 2         |          |          |          |          |          |          |          | 10        |
| Urdu         |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| Arabic       | 2         | 2         | 3         | 1         | 1         | 2         |          |          |          |          |          |          |          | 11        |
| Haitian      |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| French       |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| Korean       |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| Punjabi      | 1         | 1         |           |           | 1         |           |          |          |          |          |          |          |          | 3         |
| Polish       |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| Albanian     |           |           |           |           |           |           |          |          |          |          |          |          |          | 0         |
| Other        |           | 1         |           |           |           |           |          |          |          |          |          |          |          | 1         |
| <b>TOTAL</b> | <b>20</b> | <b>15</b> | <b>15</b> | <b>12</b> | <b>22</b> | <b>12</b> | <b>0</b> | <b>96</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|                 | K         | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B)     | 11        | 0         | 3         | 2         | 5         | 4         |          |          |          |          |          |          |          | 25        |
| Intermediate(I) | 0         | 9         | 6         | 1         | 6         | 1         |          |          |          |          |          |          |          | 23        |
| Advanced (A)    | 9         | 6         | 6         | 9         | 11        | 7         |          |          |          |          |          |          |          | 48        |
| Total           | <b>20</b> | <b>15</b> | <b>15</b> | <b>12</b> | <b>22</b> | <b>12</b> | <b>0</b> | <b>96</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</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/<br>WRITING | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3                     | 9       | 8       | 2       | 0       | 19    |
| 4                     | 5       | 6       | 1       | 0       | 12    |
| 5                     | 4       | 5       | 2       | 1       | 12    |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

**NYS Math**

| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     | 9       | 4  | 7       | 3  | 1       | 1  | 1       | 1  | 27    |
| 4                     | 4       | 1  | 8       | 0  | 1       | 1  | 0       | 0  | 15    |
| 5                     | 4       | 1  | 5       | 0  | 3       | 0  | 0       | 0  | 13    |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

**NYS Science**

|   | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
|   | English | NL | English | NL | English | NL | English | NL |       |
| 4 | 0       |    | 3       |    | 8       |    | 4       |    | 15    |
| 8 |         |    |         |    |         |    |         |    | 0     |

| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Our school uses LAB-R, Wonders Reading Program, Treasure Chest Reading Program for ELLs Unit Assessments, weekly conference logs during guided reading, Fountas and Pinnell, PPR Goals, NYSESLAT (RLAT/RNMR reports), data from NYS ELA/Math exams, Ed

Performance to assess the early literacy skills of the ELLs. The data provides insight into each ELL learner in terms of understanding and using the four skills (listening, speaking, reading, and writing) necessary to be English competent.

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

2. After examining the data of students' results on the LAB-R and NYSESLAT, we have noticed a pattern across proficiency levels and grades. Throughout assessment, K-5th proficiency levels are clearly higher in the listening and speaking modalities. The scores also reveal lower proficiency levels within the writing and reading modalities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. Patterns across NYSESLAT modalities—reading/writing and listening/ speaking—affect instructional decisions. Instruction will be driven and designed to improve reading and writing strategies. Ongoing professional development will be implemented for all staff. ESL strategies will be shared with all classroom teachers. More time will be given to examine student's writing portfolios. There will be more time to practice all strategies and skills needed to improve the student's proficiency levels within the writing and reading modalities. The AMAO Estimator Tool help enhance correlation of data across assessments necessary to design a coherent instruction for all ELL learners.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

The school leadership and teachers are using the results of the ELL periodic assessments to drive instruction. The school leadership will utilize AIS teachers along with the ELL teacher to meet the needs of each ELL student. Their strengths and weaknesses will become clearer using the results of these assessments along with other work the students have completed as evidenced in their portfolios.

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

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

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

8. After examining NYSESLAT scores and other interim and benchmark assessments, we notice gains in ELLs' language acquisition. The regular classroom teacher observes growing confidence in the children who receive ELL services. We evaluate the success of our ESL program for our ELLs based on progress shown throughout the school year via assessment tools used in the school (e.g. Fountas and Pinnell, Treasures Chest Reading Program Unit Assessments, Wonders Reading Program Weekly Assessments, Periodic Assessments, NYSESLAT, ELA). Student progress is pertinent in our decision making when deciding on an ELL program that is successful for our school.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staffs know what language is used in the home. If the HLIS indicates that a child uses a language other than English, he or she is first informally interviewed through oral dialogue, which is the informal oral interview in English and in the native language, by the school's ESL teachers, Ms. Marian Kudo, Mrs. Ryan Kotchek, Ms. Lisa Cuiman, and support staff. The three ESL teachers possess certifications and licenses in TESOL, Ms. Marian Kudo speaks Cantonese, Mrs. Ryan Kotchek speaks minimal Spanish and Italian, and Ms. Lisa Cuiman speaks minimal Spanish. The support staff who assist in translations include, Ms. Francisca Vidal, Parent Coordinator who is fluent in Spanish, Mrs. Ravinder Kaur, paraprofessional who speaks fluent Punjabi and Urdu, and other paraprofessionals who speak fluent Spanish. The HLIS is translated in nine languages for parents to determine what language the child speaks at home. If the child speaks English fluently and is capable of using academic language during this initial interview process, the child will not be administered the Language Assessment Battery-Revised (LAB-R) by the school's ESL teachers. However, if the child is unable to respond and has difficulty comprehending questions conducted during the interview then the LAB-R is administered within the first ten school days of initial enrollment as per CR Part 154. Performance on this assessment determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she also takes a Spanish LAB to determine language dominance. Once student is enrolled into the ELL program, the student is given English support services. Parents of newly enrolled ELL students are notified and are invited to the school for orientations to inform them of the different ELL programs that are available. At orientation, parents have the opportunity to receive materials about ELL programs in their home language which includes The ELL Parent Brochure, and to ask questions about ELL services with assistance from translators. Parents are invited to watch the Parent Orientation Video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm> which is offered in 13 languages. At the end of each orientation, the school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. Once a program has been selected and the students are placed, students receive ELL services and will only exit out of the program when the child scores at a certain level of proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT). In this case, he or she can enter a monolingual instructional program.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. The parents are given the choice of three programs. Being able to articulate the features of the three ELL program models and how they differ is essential to helping parents make informed choices. The programs include Dual Language, the Transitional Bilingual and the freestanding English as a Second Language. While all three programs offer language development and rigor in academic subjects, the amount of instructional time spent in English and native or target languages differ. In TBE and freestanding ESL programs, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). ELLs in Dual Language programs can be instructed in both languages from kindergarten through 12th

grade. ELLs do not need to exit the program once they reach proficiency.

Below are the three programs offered:

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

If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR part 154. If our school is not offering that program model, then the students will be placed in a neighboring school, within the district that offers it. However, we will do everything in our power to retrieve the form by sending notes home, making phone calls, speaking with parent/guardian and making home visits, if necessary.

In consultation with parents, the following activities are supported during the school year:

- the 3 ESL teachers, Mrs. Marian Kudo, Mrs. Ryan Kotchek and Ms. Lisa Cuiman and the school's parent coordinator, Ms. Francesca Vidal, hold parent workshops in order to provide appropriate information on each program
- parents are also invited into the classroom to observe and engage in ESL strategies and materials
- parent participation in school activities to keep parents informed of all school events

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. If a parent does not complete a Parent Survey and Program Selection Form, the school automatically places the child in a TBE program. However, in our school, the TBE program is not available. Parents are informed of a neighboring school within the district where a TBE program is available with the assistance of translators. Yet, most of our parents prefer to keep their children in our

school and are often placed into the school's ESL program. Parents have numerous opportunities to discuss program options for their child. We hold parent orientations and workshops to help the parent's choose which option best matches the academic and cultural needs. If a parent is unable to communicate or needs translation in their native language, we use the translated Departmental materials (brochures, DVD's) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. After reviewing past Parent Survey and Program selection forms, which are maintained and stored in the ESL classroom, it has become apparent through the rising trend that the parents prefer the freestanding English as a Second Language (ESL) program. In the past four years, from 2009-2013, the request for ESL has been 100%. Parents have expressed their appreciation for promoting literacy within the ESL program. Using English, the students are engaged in many group activities with a strong emphasis on literacy and language development. This program is directly related to all content areas. In this school year 2013-2014, of the 31 newly enrolled students, 29 parents requested the freestanding ESL program for their children and 2 parents chose transitional bilingual programs. However, those parents later changed their decision based on their refusal to transfer their children from our school. The school's program is aligned with what parents have requested. The school offers an extensive push-in and pull-out model. We also offer self contained ELL classes as well. P.S. 66 is comprised of children from many countries. It is important to facilitate their adjustment to their new surroundings. The focus of the ESL program is to enable the students to function effectively within the classroom environment.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
    - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
      1. ESL instruction is delivered for all ELLs as required under CR Part 154. Beginners and intermediate students receive 360 minutes per week of ESL instruction and advanced students receive 180 minutes. Teaching materials are differentiated in each program according to the students' proficiency levels. Instruction will follow the same skills and strategies that are introduced Region wide. The monthly focus for math and literacy are reinforced at these levels. Students in the freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The goals of the ESL program are as follows.
        - Provide academic content-area instruction in English
        - Using ESL methodology and instructional strategies.
        - Using native language support to make content comprehensible.
        - Incorporate ESL strategic instruction.
        - Assist students to achieve the state-designated level of English proficiency for their grade.
        - Help ELLs meet or exceed New York State and City standards.
- In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided through the use of glossaries for content areas.
- a. The organizational models used for our school are pull-out and self-contained. ELL students participate in the ELL portion of the school's reading program, Macmillin McGraw-Hill's Treasures Reading/Language Arts Program where students develop reading skills, vocabulary, phonics, and grammar.
  - b. The program models are dependent on the proficiency levels based on the LAB-R and the NYSESLAT scores. The students are organized homogeneously based on proficiency levels. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. The school ensures that the mandated number of instructional minutes is provided according to proficiency levels. Each child is examined using the results of the Lab-R and the NYSESLAT. Using the ELL interim assessments, we will be able to identify specific areas giving the beginners and intermediate students more instructional time per week. The grouping will be based on their proficiency levels.

a. ELLs receive ESL instruction as per proficiency levels and as per CR Part 154. Beginners and intermediate students receive ESL instruction 360 minutes per week and advanced students receive ESL instruction 180 minutes per week. All ELL students receive ELA instruction 180 minutes per week. All ELL students receive NLA usage and support 25% of the time.

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

b. ELL's in school less than three years are seen twice a day for 45 minutes each period. This gives each newcomer 360 minutes in the ESL classroom where they receive intensive English language instruction. This allows these students to adjust to their new surroundings, and enables them to function effectively in their regular classroom as well as prepare these students for the ELA.

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

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

e. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

**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:              |                            |                    |                            |

### 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

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

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

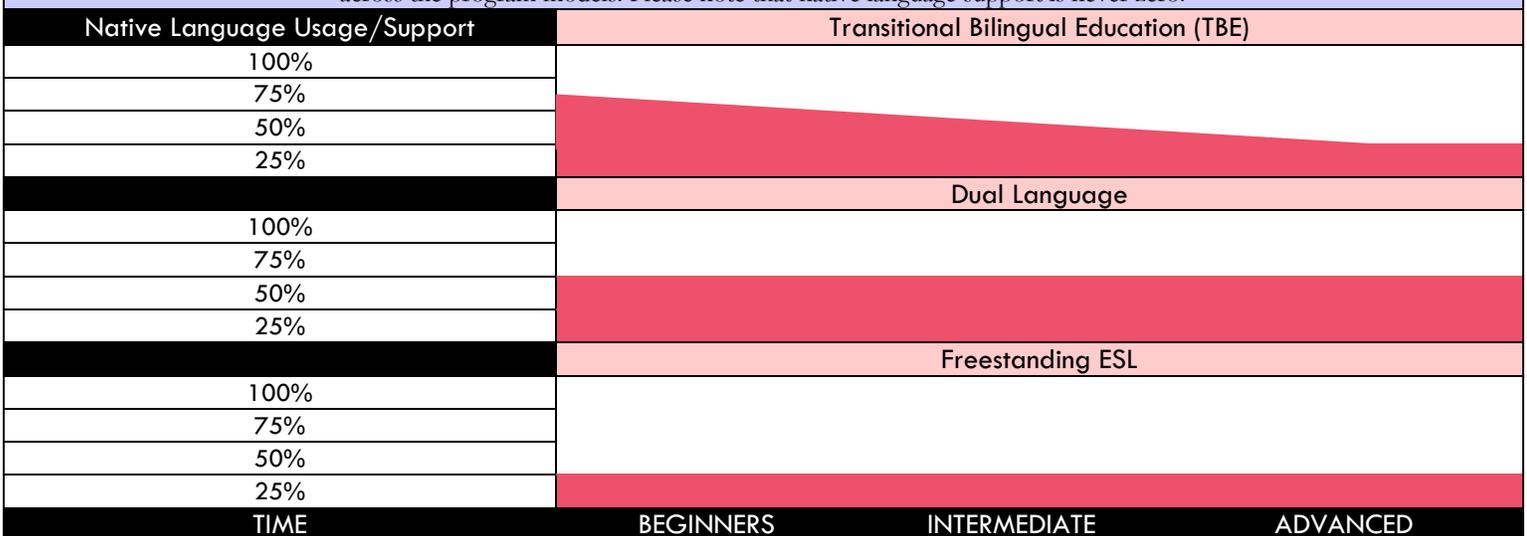
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

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

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

### Native Language Usage and Supports

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



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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. We provide supplemental services to grades 3-5 in two different extended day programs. The primary focus is to provide extra assistance with the students' acquisition of English and the development of language skills that will enable them to function effectively in the regular classroom. The teacher will base instruction on the individual needs of the students to the greatest possible extent in Language Arts and Math. Work samples are reviewed and groups are formed and changed periodically. The per-session ELL and other teachers use summative data and other assessments to group students and to plan lessons. This data is helpful when planning test prep lessons especially in grade 3, 4, and 5. In addition, the ELL students practice strategies to assist them with the NYSESLAT, ELA and MATH standardized tests.

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

10. As a newly Blue Ribbon school and an A school for the past three years, our school has been successful in meeting the needs of our ELLs in both content and language development. Through the AYP reports, our school has met state standards, AMAOs, and have been in support of our school community by meeting the needs of our students and parents.

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

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

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

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

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

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

ELL services include:

- supplemental services to grades 3-5. Reading and Math Instruction takes place during an AM Literacy/Math Program—7:00 am-8:00am, 4 days a week Monday through Thursday for 52 sessions. Other funding will supplement this program for it to continue for 92 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the standards. The program will be served by 3 teachers, 2 teachers have NYS Literacy Certification and 1 teacher has a Common Branch Bilingual License.

- Thursday and Friday Academy Literacy/Math (2 days a week)—after school 2:45 pm-3:45 pm for 30 sessions - provides the same services as the AM program. There are 20 students in each class group. The emphasis is on language acquisition, reading and math performance standards. The focus of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the Common Core Learning Standards. The program will be served by 6 teachers, 3 teachers have NYS ESL certification and 3 teachers have NYS Literacy Certification.

- All ELLs are encouraged to attend the AM Literacy/Math program as well as Thursday and Friday Academy.

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

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

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

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

15. Teaching materials in ESL are differentiated in each program according to the students' proficiency levels. Instruction will follow the same skills and strategies that are introduced city wide. The monthly focus for math and literacy are reinforced at these levels. The students in the freestanding ESL program receive all instruction in English. The implication for the school's LAP and instruction are to provide information in English using ESL methodology and strategies. LAP will address the differing languages, cultures, and education levels in order to implement a coherent ESL program. ESL instruction includes content-based instruction, which is aligned to the New York State learning standards. ESL instruction must also comply with CR Part 154.

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. Before and during the school year, the ESL teachers greet newly enrolled ELL students for a period of introduction and help the child acquaint themselves to the new building.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

### C. Professional Development and Support for School Staff

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

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

2. In order to support ELLs as they engage in the Common Core Learning Standards, teachers of ELLs are encouraged to attend OELL workshops to enhance their ELL practice and instruction.

3. We provide strong school-based guidance counselor support so that the ELLs receive high quality assistance to transition from our school to the middle school classroom teachers.

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

## D. Parental Involvement

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

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

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

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

- Professional Development for Parents:

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

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

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

- ELL Professional Development:

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

- Students with disabilities/Professional Development:

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

- Annual evaluation of the Parent Involvement Policy:

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

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

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

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

4. The Parent Coordinator reaches out to parents and has weekly meeting to meet the needs of parents. She creates a welcoming school environment for parents; she works with the principal to address parent issues and concerns at the school; she conducts outreach as needed to engage parent in their children's education and strengthens parent involvement by showing how parents are an integral part of their child's education.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Jacqueline Kennedy Onassis**

**School DBN: 27Q066**

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

| Name (PRINT) | Title                | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
|              | Principal            |           | 1/1/01          |
|              | Assistant Principal  |           | 1/1/01          |
|              | Parent Coordinator   |           | 1/1/01          |
|              | ESL Teacher          |           | 1/1/01          |
|              | Parent               |           | 1/1/01          |
|              | Teacher/Subject Area |           | 1/1/01          |
|              | Teacher/Subject Area |           | 1/1/01          |
|              | Coach                |           | 1/1/01          |
|              | Coach                |           | 1/1/01          |
|              | Guidance Counselor   |           | 1/1/01          |
|              | Network Leader       |           | 1/1/01          |
|              | Other _____          |           | 1/1/01          |



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):  |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____   |
| Total # of ELLs to be served: 93   |
| Grades to be served by this program (check all that apply):  |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 2   |
| # of certified ESL/Bilingual teachers: 2   |
| # of content area teachers: 0  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

The Title III Supplemental Program for ELLs:

- The Title III funding will provide supplemental services to grades 3-5. Reading and Math Instruction will take place during an AM Literacy/Math Program from 7:00 AM to 8:00 AM, 3 days a week, Monday through Wednesday for 27 sessions. The AM Literacy program will address the needs of the at-risk children in these grades. There will be 20 students in each class group. The emphasis is on English academic language acquisition with focus on reading and math performance standards, specifically CCSS. The goal of the teachers in these before school classes is to develop language skills that will enable students to function effectively in their monolingual classrooms and to gain confidence in their ability to perform to the common core state standards. The program is also designed to prepare students for the NYSESLAT. The program will be served by 2 teachers, where both teachers hold NYS certification in TESOL (Teaching English to Students of Other Languages).

Program will begin in January and end in March

- Wednesday, Thursday and Friday Academy (3 days a week) will begin after school from 2:45 PM to 3:45 PM for 27 sessions by providing services to ELL learners in grades K through 2. There will be 20 students in each class group. The emphasis is on phonological awareness, the alphabetic principle, letter and sound correspondences, decoding, early writing skills, oral language, and comprehension. Students also focus on math performance standards by utilizing math concepts and strategies for problem solving. The goal of the teacher in these after school classes is to develop language skills that will enable students to function effectively in their regular classrooms and to gain confidence in their ability to perform to the common core state standards. The program is also designed to prepare students for the

## Part B: Direct Instruction Supplemental Program Information

NYSESLAT. The program will be served by 2 teachers, where both teachers hold NYS certification in TESOL (Teaching English to Students of Other Languages).

Program will begin in January and end in March.

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

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

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

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

- o Sadlier Phonics (Levels K, A, B) - phonics practice
- o The Continental Press: Practice Exercises in Basic English (Levels A, B, C) - grammar practice and use
- o Math Steps (K, 1, 2) - understanding math concepts and strategies for problem solving

## Part C: Professional Development

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

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

Begin description here:

The professional development plan for all ELL personnel at the school is ongoing. ELL personnel are

## Part C: Professional Development

required to participate and receive 175 hours of professional development. Such professional development include: new teacher training, The Identification Process, BESIS survey collection, extension of services technical assistance, Title III funding, initial enrollment procedures, inquiry data and analysis, Title III AMAO Estimator with Advanced Early Warning Indicators, preparation and scoring for NYSESLAT, ARIS and Aquity training, Wonders, Rosetta Stone Classroom diagnostic training, Imagine Learning for the ELL student, and Destination Reading training.

The professional development plan for ELL personnel is current and maintained every year. We are encouraged to attend workshops to learn additional strategies and stay abreast of current trends. Participants of these ongoing workshops include content area teachers, the guidance counselor, special education providers, service providers, paraprofessionals, school secretaries and the parent coordinator. Ongoing professional development will be implemented for all staff. Strategies and analysis of the ELL program will be shared with all classroom teachers.

The principal, assistant principals, and ELL teachers will provide professional development using the LAP learning packages. The discussion will include ELL Learning Standards to meet the new Common Core State Standards and all components of the Language Allocation Policy. Portions of the LAP video will be viewed to provide members of the team and personnel of ELL at the school level with information on the features of the ELL class. Participants of these ongoing workshops include content area teachers, the guidance counselor, special education providers, service providers, paraprofessionals, school secretaries and the parent coordinator. Ongoing professional development will be implemented for all staff. Strategies and analysis of the ELL program will be shared with all classroom teachers.

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

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

September: ELL Strategies in the Classroom, Presenter: Ms. Kudo, ESL Teacher

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

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

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

### Part C: Professional Development

January: Imagine Learning, Presenter: Mrs. Kotchek, ESL Teacher

February: Integrating Rosetta Stone into the Classroom, Presenter: Mrs. Kotchek, ESL Teacher

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

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

May: ELL Instructional Practices Aligned with Common Core State Standards, Presenters: Ms. Cuiman, ESL Teacher

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL Common Core State Standards, instructional strategies, NYS and NYC assessments given to their children, and new initiatives such as eChalk, purchased online components for home access.

Professional Development for Parents with Students with Disabilities: Monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS Common Core State Standards, instructional strategies and NYS and NYC assessments given to their children. P.S. 66, Queens, is committed to developing and implementing a parent policy that fosters a partnership between the home, school, and community. We have

## Part D: Parental Engagement Activities

identified six key areas that contribute to a partnership that supports greater student achievement:

- \* The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools.
- \* The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- \* The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- \* Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- \* With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- \* The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity, such as gaining access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

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

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

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

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

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

The school calendar is disseminated each month to all parents, two weeks before the start of the

## Part D: Parental Engagement Activities

month.

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

Using the data recorded in ATS based on the home language survey, annual school report, blue emergency card indicators, discussions at school leadership meetings and PTA meetings, and daily parent teacher contact, we assess the school's need for written translation and oral interpretation. During the school day, we use staff to translate. In the event we find the need for a translator, we contract outside agencies to work for us. During our school review parents and teachers indicate a need to translate all letters and monthly newsletters into various languages. We utilize translators during these activities in order to reach and involve all our parents.

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

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

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

**Part D: Parental Engagement Activities**

For the school year, parent engagement activities include:

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

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

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

February: Common Core State Standards for the ELL Student, Presenter: Mrs. Kotchek, ESL Teacher

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

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

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

(\*tentative schedule)

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

| Budget Category                                       | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| instructional materials.<br>• Must be clearly listed. |                 |   |
| Educational Software<br>(Object Code 199)             | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |

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

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

DBN: 27Q066 School Name: Jacqueline Kennedy Onassis School

Cluster: 2 Network: CFN211

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

### **Part A: Needs Assessment Findings**

---

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

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

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

At school leadership and PTA meetings our needs were reported to the community. Based on the data, our greatest need is Spanish translation it was announced that our parent coordinator and several teachers and other staff communicate fluently in Spanish to provide parents with needed translation. We provide written translation on all documents as provided by the DOE website to those parents in need of translations. A translated letter is sent home informing parents of translation services available in school. Parental notices are sent in English and other target languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notice is posted in a prominent location near the main office of the school. Letters are sent home to parents in the home language whenever possible. Our parent coordinator holds workshops to help parents learn English and to disseminate information. Signs posted in the main lobby indicate Spanish is spoken here as well as signs for events and other services. Individual student and other school data are reported by school staff to parents in the native language. Results are disseminated as soon as the information is received. Workshops are given at PTA and leadership meetings, to explain standardized tests and results.

## Part B: Strategies and Activities

---

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

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

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

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

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

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